DOCUMENT RESUME

ED 057 411 24 CG 006 967

AUTHOR Gottlieb, David; Heinsohn, Anne L.
TITLE Educational Goals of Black and White Youth in Segregated and Inter-Racial Schools. Final Report.
INSTITUTION Pennsylvania State Univ., University Park.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO BR-9-0501
PUB DATE Oct 71
GRANT OEG-3-80-0030(010)
NOTE 210p.

EDRS PRICE MF-$0.65 HC-$9.87
DESCRIPTORS *Aspiration; Career Choice; Decision Making; *Expectation; *Goal Orientation; *High School Students; Negro Students; Occupational Aspiration; Personality; Questionnaires; *Racial Differences; Racial Segregation; School Integration; Self Concept; Sex Differences

ABSTRACT

This study was undertaken in order to learn more about the educational goals of black and white youth in racially segregated and interracial high schools. Seniors from 55 high schools filled out a questionnaire. Most of the sampled seniors indicated they would prefer to attend and graduate from college; however, while black students are more likely than white students to plan to go to college, the white students are more likely to have been accepted by a college in the spring just prior to high school graduation. Black students in interracial schools were more likely to have been accepted by a college than were those in segregated schools. Occupational aspirations of this group are quite high; the majority cite a preference for jobs described as professional-technical. Black students, lacking able referents at home and among peers, are much more dependent upon school personnel for assistance with career decisions than are white students. Black students report a higher level of interaction with teachers even when they perceive white teachers as lacking the desire to be of assistance. (Author)

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Project No. 9-0501
Grant No. OEG-3-70-0030 (010)

OE-BR

David Gottlieb
Anne L. Heinsohn
The Pennsylvania State University
University Park, Pennsylvania 16802

Educational Goals of Black and White Youth in Segregated and Inter-Racial Schools

October 1971

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Abstract

This study was undertaken in order to learn more about the educational goals of black and white youth in racially segregated and interracial high schools. Eighteen thousand six hundred twelve high school seniors from fifty-five high schools filled out a paper and pencil questionnaire in the spring of 1965. Standard Metropolitan Statistical Areas were used as the primary units of sampling. In general, most of the sampled high school seniors, given a free choice, would prefer to attend and graduate from college. The data show, however, that while black students are more likely than white students to plan to go to college, the white students are more likely to have been accepted by a college in the spring just prior to high school graduation. Black students in interracial schools were more likely to have been accepted by a college than were those in segregated schools. Occupational aspirations of this group are quite high; the majority cite a preference for jobs described as professional-technical. Black students, lacking able referents at home and among peers, are much more dependent upon school personnel for assistance with career decisions than are white students. Black students report a higher level of interaction with teachers even when they perceive white teachers as lacking the desire to be of assistance.

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David Gottlieb
Anne L. Heinsohn

The Pennsylvania State University
University Park, Pennsylvania 16802

October 31, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education, and Welfare

Office of Education

Basic Research Branch, Division of Research

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Introduction

The research reported here is the result of a national study of high school seniors in fifty-five American high schools. The study was undertaken in 1964 and, due to a number of circumstances, was not completed until October of 1971. The major purpose of this study was to learn more about the educational goals of black and white youth in racially segregated and interracial high schools. Staff of the National Opinion Research Center at The University of Chicago played a major role in the selection of the sample and in the collection of data obtained through the utilization of a paper and pencil questionnaire.

Three major populations were studied in this research: (1) black high school seniors from high schools with an all black student population; (2) black and white high school seniors from high schools with both a black and white student population; (3) white high school seniors from high schools with an all white student population.

Eighteen thousand six hundred twelve high school seniors filled out a paper and pencil questionnaire (a copy of the questionnaire is included in the appendix of this report). These students represented the entire June 1965 senior class with the exception of respondents who were absent on the day the questionnaire was administered.

Fifty-five (55) high schools were included in the sample. The following is a list of cities included and the number of high schools in that city which are part of the sample.

CITY	No. of Schools
Akron, Ohio	1
Washington, D. C.	2
Baltimore, Maryland	3
Detroit, Michigan	6
Cleveland, Ohio	5
Gary, Indiana	3
Pittsburgh, Pennsylvania	4
Waterbury, Connecticut	1
Albany, New York	1
Utica, New York	1
South Bend, Indiana	3
Middletown, Ohio	1
Hamilton, Ohio	1
Duluth, Minnesota	3
St. Paul, Minnesota	2
Phoenix, Arizona	2
Salt Lake City, Utah	2
San Jose, California	1
Jacksonville, Florida	2
Charlotte, North Carolina	3
Memphis, Tennessee	3
Austin, Texas	1
Tyler, Texas	2
Waco, Texas	2

In the initial proposal it was stated that an attempt would be made to select respondents from approximately nineteen (19) Standard Metropolitan Statistical Areas in the United States. The choice of Standard Metropolitan Statistical Areas as the primary units of sampling is a result of the following factors: (1) It allowed for a more rigid control of variables commonly found to exist between rural and urban students, and, further, it allowed for a more systematic study of regional differences. The S.M.S.A. chosen include, in population terms, the largest areas in the United States and additional areas located in the South and Southwest. These latter S.M.S.A were included in order to give additional balance to the subsequent analysis with regard to regional variation and in accounting for differences between blacks who have remained in the South as opposed to those who have migrated to non-Southern communities. (2) The emphasis on S.M.S.A. was deliberate since these are the areas in which more and more blacks have come to reside during this decade. (3) Finally, the choice of S.M.S.A. was based on recognition of the definite trend toward urbanization in American society. A national sample of this size allowed for the making of comparisons between schools in different regions of the country and between school systems with varying social, ethnic, and socio-economic student and teacher groupings.

Although this was the planned sampling methodology it was necessary to make certain changes. Unfortunately a number of school systems, in the original sample, were unwilling to allow their students to participate in the study. The National Opinion Research Center's sampling staff then chose alternate locations. In each case, every effort was made to obtain a sample of students and schools similar to those originally selected.

A vital part of the proposed research rests upon the manner in which "interracial" or "integrated" high schools are defined. An interracial school is defined as one with a population of at least 20 percent and not more than 50 percent Negro student population.

The assumption made here was that the physical presence of a minority in a school is not necessarily an indication of their absorption and integration into the social system of the school. One valid measure of student integration would be the degree to which both black and white students participate in school sponsored activities, such as social and academic clubs, athletics, student government, honor societies, and so forth. A major purpose of this research was to obtain a measure of student integration.

Ideally then, an integrated school will be one in which the proportions of black-white students approximate the black-white proportion in the total community and the participation of both groups in school activities is approximately equal to what one would expect given the proportion of both groups in the student body. Operationally, of course, it was anticipated that few schools would attain this ideal, but rather schools would tend to spread themselves along a rough continuum of partial in-school integration.

The initial sampling plan called for using the S.M.S.A. as the primary sampling unit. A stratified sample of high schools was drawn. Stratification was on the basis of in-school integration and class. Specifically, within each S.M.S.A., three schools were identified as: (1) segregated (all black); (2) segregated (all white); (3) interracial with at least 20% black but not more than 50%. Additionally, efforts were made to classify the schools based upon the class origins of the majority of the youth in attendance. The specific schools within these classifications were then randomly chosen. To avoid the confounding effects of religion and different educational goals, private and religious schools were eliminated. Several vocational schools were included in the proposed research. A total of fifty-five (55) schools were studied.

Table A Composition of the Sample

Race	N	%
Oriental	96	.6
Black	5,313	31.3
American Indian	144	.8
White	11,413	67.3
Subtotal	16,966	100.
Unknown	1,423	7.7
	18,389	

Table B Schools Included

Type*	N Schools	N Students	% Black	% White
Southern White	6	2,198	.1	99.0
Northern White	7	2,041	2.3	94.8
Northern 1-20% Black	14	5,593	5.2	93.4
Northern 21-50% Black	11	3,514	30.2	67.6
Northern 51-98% Black	5	1,891	68.7	30.2
Southern Black	6	1,037	99.7	.2
Northern Black	6	2,115	98.2	1.0

*Classification Based on Principals' Estimates

The design, in summary, was one in which the S.M.S.A. was the primary sampling unit. The sample drawn was from the traditional public high schools within each of these S.M.S.A.'s, stratified on the basis of integration and class. The subjects in the sample were high school seniors.

A research design of this type enabled us to note variations in academic and occupational behavior at the end of the high school year among both black and white youth from high schools of different compositions and climates. A paper and pencil questionnaire was utilized. The instrument was a pre-coded questionnaire designed to gain information as to the background, educational experience, values, attitudes, occupational aspirations and expectations, and achievement of the subjects. Additionally, we used grade point averages as reported by respondents.

A number of the items included in the research instrument had already been pre-tested with a sample of black and white high school and college students. Prior to the distribution of the questionnaire to the total sample, the final research instrument was pre-tested with black and white high school seniors from different types of high schools for its validity and reliability.

Although initial discussions with school officials in different states indicated that there would be acceptance of this proposed project, some difficulty did occur in gaining entrance to all sample schools. Every effort was made, however, to gain the support and cooperation of local school officials. In cases where it was impossible to take advantage of school facilities, an attempt was made to reach respondents at their place of residence. In other cases it was necessary to use alternate schools.

It was and is our hope that the results of this investigation will provide valuable insights as to the educational and occupational expectations and aspirations of both black and white youth. Through comparative analysis we were able to note similarities and differences in values, attitudes, and behavior of the four groups studied. By examining students from different backgrounds we are better able to determine the impact of educational training, teachers, peers, and parents on the behavior of youth. The research reported here should provide the reader with a more precise understanding of the dynamics of goal attainment as perceived by young people.

Obviously, a great deal has occurred in American society since the time these data were collected. We have witnessed a growing militancy among American youth, particularly those of minority group status. Pleas for racial integration in our schools have been quieted and now the greater emphasis seems to be upon quality education even at the expense of racial heterogenity. Were we to re-do this study now, we would certainly anticipate some changes in the attitudes, values, and goals expressed by students in similar high school settings. Still, it is our belief that this report does contain data and discussion that have contemporary relevance and value.

Too little is known about American youth who are not part of the middle class. These data deal primarily with both black and white working class youth. Their current status is not too different from that of their older brothers and sisters. They still tend to find themselves with meager resources, in deteriorating schools, in communities suffering from a shortage of resources, employment, and quality education. In fact, it is fair to say that the problems of youth in similar schools are more severe today than they were at the time these data were collected. Perhaps this report will provide those who are responsible for the day to day education of our children with insights which will better enable them to work with youth whose alternatives and resources are so meager.

Chapter 1

Demographic Description of Respondents and Their Families

Data presented and discussed here concern respondents with regard to their ages, composition of their families, employment status of parents, and length of time in attendance at present schools. The investigator has been selective in preparing the tables. Due to the volume of data collected, that which is presented in tabular form was selected because it shows a major proportion of the responses or because it constitutes a pattern of response which is of particular interest.

Table 1-1 shows the ages of the respondents by racial composition of the schools, sex and race. It should be recalled that the questionnaire was administered to high school students in the spring of their senior year.

As would be expected, the largest proportion of each group of students are seventeen (17) or eighteen (18) years old. It is apparent that the majority of all the males are 18 years old (close to 50% of each group), while more of the females are 17 years old than are 18 years old. These percentages also run close to 50% of the groups of female students.

Percentages at the extreme ends of the age scale are quite low, although for all the school groups, both races, the females' percentages of 16 year olds are larger than those of the males. In the 19 and 20 year old categories the male percentages always exceed those of the females. It may be that the ranks of older girls are thin as compared to the boys' because: 1) girls tend to achieve better grades in high school and to like school, graduating with their age mates; 2) girls who are behind in school, therefore, older than their classmates, tend to leave school rather than remain past age 18. Perhaps non-achieving boys remain in school in order to avoid the draft and/or put off the inevitable entrance into dead-end and dull jobs. Girls can and do leave school for marriage. Data presented in Chapter 4 suggest black females are less likely to look with favor on marriage as an immediate goal than are white females.

In the interracial schools the percentages of black and white students who are either 17 or 18 years old change very little as the racial composition of the schools becomes more heavily black. However, in these same schools, some of the larger percentages of 16 year olds appear in the 21-48% black schools. In each case, the largest percentage of 16 year olds attending interracial schools appears in the 21-48% black schools. On the other extreme of the age range, the largest percentages of 19 year olds occur among males in the interracial schools.

The largest percentages of 19 year olds in the interracial schools are black males, although 12% of the white males in the 51-98% black schools are 19 years old. Black females in these schools are more likely to be 19 years old than are white females. In general, then, older or overage high school seniors tend to be black.

Table 1-1

Age of Respondents

Racial Composition of Schools	SEVENTEEN				EIGHTEEN				NINETEEN				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	34	47	0	0	57	50	0	0	8	2	0	0	897	935
Other all White	0	0	40	51	0	0	53	45	0	0	5	2	0	0	508	643
Southern all Black	41	52	0	0	49	40	0	0	6	3	0	0	421	587	0	0
Other all Black	36	45	0	0	48	46	0	0	13	8	0	0	705	1018	0	0
1-20% Black	40	46	42	48	49	46	52	50	9	8	5	2	132	146	2615	2681
21-48% Black	37	48	42	48	48	42	48	46	13	6	7	3	183	517	1006	1166
51-98% Black	39	49	37	49	48	43	48	46	9	6	12	3	509	651	299	228

Table 1-2

Adults With Whom Respondents Reside

Racial Composition of Schools	BOTH PARENTS				MOTHER & STEPFATHER				MOTHER ONLY				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	76	76	0	0	5	4	0	0	13	12	0	0	888	924
Other all White	0	0	81	75	0	0	4	7	0	0	10	11	0	0	512	647
Southern all Black	55	55	0	0	7	8	0	0	23	24	0	0	423	582	0	0
Other all Black	58	54	0	0	10	11	0	0	21	23	0	0	703	197	0	0
1-20% Black	56	53	80	79	6	11	4	5	18	22	10	11	130	146	2605	2668
21-48% Black	53	59	75	78	14	8	4	4	22	22	14	13	1893	523	996	1154
51-98% Black	55	55	81	65	10	10	4	7	24	23	10	17	510	648	298	228

The high school seniors participating in the study were asked to indicate the person or persons with whom they lived during the school year. Table 1-2 shows the largest proportion of each group of students lives with both parents. However, the percentages of white students living with both parents are considerably larger than are those of the black students. Within each group of schools the percentages of the white students living with both parents range from a low of 65% to a high of 81%. Black students show a variation of 52% to 59%. With one exception, the percentages of students in the interracial schools show little change as the proportion of black students increases in these schools. The exception is the white females who drop from 79% to 65%. Clearly, black students are much more likely to live in family arrangements other than with both parents than are white students.

While both the black and white students show the second largest proportion of each group to be living with the mother only, the black percentages are much larger than the white ones, close to twice those of white students in several instances. With one exception, the male and female percentages are close to one another within each group of students. The exception appears in the 51-98% black schools where 7% more white females than white males reside with their mother only. The percentages of the black students attending interracial schools show small increases as these schools become more black. Therefore, these data hold with other findings in that female-headed families are more likely to be black.

While all the percentages of students who reside in living arrangements described as "other" are quite low, black students' percentages are larger than those of white students. Living arrangements that could be described as "other" would include living with a relative other than a parent, i.e., grandparent, aunt, siblings, a foster home situation, and marriage. The latter situation could well be that of some of the girls since girls are more likely than boys to marry while in high school and to remain in school. Although the percentages of males and females are close to one another, females' percentages do exceed those of males.

Table 1-3 shows the breakdown of responses to the questions requiring the participating students to indicate if they had either no mother or no father.

The percentages of each group of students indicating they do not have mothers are very small, the largest being 9% among the black males in the 1-20% black schools. With one exception, the percentages of the black students exceed those of the white students. The exception appears in the 51-98% black schools for the white females. This percentage is the largest for all the white females and larger than the black females' in these schools.

As the proportion of black students in the interracial schools increases, the percentages of black males having no mothers decreases by half and that of the black females increases by half. Among the white students, the males' percentages show little change, whereas those of the females increase by a factor of three.

Table 1-3

No Mother, No Father

Racial Composition of Schools	NO MOTHER				NO FATHER				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	3	2	0	0	14	13	0	0	907	943
Other all White	0	0	1	2	0	0	11	13	0	0	519	651
Southern all Black	4	5	0	0	24	28	0	0	431	592	0	0
Other all Black	5	4	0	0	22	26	0	0	753	1041	0	0
1-20% Black	9	3	2	2	21	25	10	12	134	150	2642	2696
21-48% Black	5	4	3	2	23	24	15	14	185	533	1017	1171
51-98% Black	4	4	2	6	25	26	11	21	520	660	299	229

Table 1-4

Father's Education

Racial Composition of Schools	HIGH SCHOOL GRADUATE				SOME COLLEGE				COLLEGE GRADUATE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	33	30	0	0	13	18	0	0	8	7	0	0	876	909
Other all White	0	0	34	28	0	0	15	14	0	0	6	6	0	0	503	642
Southern all Black	21	23	0	0	7	9	0	0	5	5	0	0	407	563	0	0
Other all Black	23	24	0	0	7	8	0	0	4	2	0	0	690	985	0	0
1-20% Black	26	23	31	28	10	13	13	13	0	2	7	7	125	141	2566	2641
21-48% Black	21	22	28	27	11	9	8	11	3	3	4	5	177	512	978	1140
51-98% Black	27	26	22	22	9	9	8	8	4	4	5	4	499	634	296	224

The "no father" responses present a far different picture from those of "no mother." Here, all of the percentages are substantially larger than the "no mother" percentages. This would be expected since it is more than likely that the major cause for a "no father" response is divorce, separation, or desertion rather than death of the father. In the case of divorce or separation, the children involved are likely to remain with the mother. "No mother" responses are more likely due to the death of this parent.

The black students' "no father" percentages are larger than those of the white students. Among black students, females' percentages are slightly larger than those of males. Among white students, males' and females' percentages are more nearly alike than are those of black students. However, in the 51-98% black schools, white females' percentage of "no mother" is significantly larger than that of the white males and is, in fact, the largest percentage among the white students.

It is apparent, then, that black students are more likely to have no mother or no father with a greater likelihood that the missing parent will be the father. The latter also holds for white students. It should be noted that, for the most part, these percentages are similar for each race regardless of whether the students attend segregated or interracial schools.

Clearly, data presented here bear out other findings which have shown black families are more likely to be unstable with respect to the continued presence of the husband/father in the home than are white families.

Youth participating in the study were asked to indicate the level of education attained by their fathers. As shown in Table 1-4, the largest percentages of almost all the groups of students say their fathers are high school graduates. Three groups of students, black males and females in the 21-48% black schools and white males in the 51-98% black schools, show slightly larger percentages of their fathers having completed 9 to 11 grades.

Considering the percentages of students whose fathers are high school graduates, these are very similar when compared by sex. However, an examination by race shows the white students are more likely than blacks to have fathers who are high school graduates. The differences in these percentages are not large. As the interracial schools become more black, the black students are more likely to have fathers who are high school graduates, whereas the white students are less likely to have fathers with as much formal education. However, the decrease in the percentages of the white students is greater than the increase in the black percentages.

Black students are somewhat more likely than white students to have fathers with less than a sixth grade education (not shown). In the racially mixed schools, however, the percentages of white students attending schools that are 21-48% black and 51-98% black show percentages that are slightly in excess of those of black students attending the same schools. As these schools become more black, the

Table 1-5

Father's Employment Status

Racial Composition of Schools	FULL TIME				DISABLED				NO FATHER				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	82	82	0	0	1	1	0	0	14	12	0	0	882	918
Other all White	0	0	85	83	0	0	0	1	0	0	11	13	0	0	513	646
Southern all Black	66	65	0	0	3	2	0	0	24	26	0	0	413	576	0	0
Other all Black	73	67	0	0	2	2	0	0	22	25	0	0	696	997	0	0
1-20% Black	71	63	85	82	2	4	1	2	21	27	10	12	129	141	2591	2659
21-48% Black	70	68	76	79	0	2	3	3	23	24	15	13	181	515	985	1147
51-98% Black	69	69	84	76	2	3	2	1	25	25	10	19	506	641	297	227

percentages of the black males with fathers who have limited education decrease while those of the remaining students increase. The white percentages increase by a factor of four.

The percentages of black and white students whose fathers had some college are similar within each group of interracial schools. However, more fathers of white students in all white schools had some college than fathers of students in all black schools. Within the mixed race schools, while the percentages are close to one another, in most cases the white exceed the black even though the differences are small. All of the percentages, black and white, in the interracial schools decrease as the proportion of black students in the schools increases.

For the most part, the pattern of responses for fathers who graduated from college is similar to that among those who had some college, although the percentages are smaller for each group of students. The exception to the pattern similarity appears among the black students in the interracial schools. Here, the percentages are much smaller, and they decrease as the proportion of black students increases in these schools.

There were some students who indicated they did not know the extent of their father's education. The percentages of the black students in both the all black schools and the interracial schools are larger than those of the white students. Earlier it was shown that larger percentages of black than white students indicated they had no fathers. It is probable that those students who do not know the extent of their father's education are more likely to be some of those who have no fathers. That is, they may not know about their father's education because they know little about their fathers.

Table 1-5 shows the employment status of the respondents' fathers. Respondents selected from among the listed options that one which best described their father's current employment status. See questionnaire item 19, page 4, in the appendix for a complete listing of options.

The majority of the students have fathers who are employed full-time. The next largest percentage for all of the groups of students appears in the "no father" column. The white students show more of their fathers to be employed full-time than do the black students, whereas black students are more likely than white ones to have indicated they have no fathers.

Within the interracial schools the percentages of black males with fathers employed full-time show a slight decrease as these schools become proportionately more black with those of the black females increasing slightly. The white students show small decreases in the percentages.

The "full-time employed" and "no father" categories account for close to 90% of each group of the students' fathers with the remaining employment statuses being applied to 4% or less of each group of students.

Table 1-6

Father's Job Description

Racial Composition of Schools	PROFESSIONAL-TECHNICAL				SKILLED TRADE OR CRAFT				MACHINE OPERATOR				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	18	20	0	0	27	25	0	0	8	9	0	0	907	943
Other all White	0	0	19	14	0	0	26	24	0	0	16	24	0	0	519	651
Southern all Black	22	17	0	0	18	17	0	0	15	13	0	0	431	592	0	0
Other all Black	21	18	0	0	19	17	0	0	26	25	0	0	733	1041	0	0
1-20% Black	16	17	20	17	16	17	25	23	22	22	14	17	134	150	2642	2696
21-48% Black	19	18	16	16	17	14	26	22	19	26	17	16	185	533	1017	1171
51-98% Black	15	16	18	16	18	16	30	26	19	17	11	17	520	660	299	229

Table 1-7

Mother's Employment Status

Racial Composition of Schools	FULL TIME				PART-TIME				HOUSEWIFE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	41	43	0	0	11	8	0	0	43	44	0	0	883	913
Other all White	0	0	30	36	0	0	13	11	0	0	52	47	0	0	509	645
Southern all Black	42	56	0	0	14	11	0	0	27	26	0	0	409	571	0	0
Other all Black	38	35	0	0	11	11	0	0	40	43	0	0	677	980	0	0
1-20% Black	36	36	30	31	12	15	15	13	36	36	50	51	125	144	2569	2647
21-48% Black	46	39	30	29	16	12	11	12	28	38	52	54	180	512	984	1136
51-98% Black	50	50	32	39	9	9	9	7	33	30	52	45	497	639	291	223

The questionnaire contained a list of job descriptions, and responding youth were asked to indicate the one that best described their father's job. It should be noted that the percentages of students who indicate their father's job belongs in the given job descriptions are rather thinly distributed throughout the entire list with no group of students having a major portion of their group selecting any one type of job description. Table 1-6 shows the breakdown of the responses for the three job categories most frequently selected.

Examination of Table 1-6 shows some differences according to race. That is, black students are more likely than white students to have fathers who are employed as laborers, machine operators, and service workers. White students' fathers tend to be employed as salesmen, skilled craftsmen, and managers or proprietors of businesses. Also, black students are more likely to not know what their fathers do for a living.

The professional-technical category is of interest. Jobs included here would be doctor, lawyer, dentist, and teacher. The percentages recorded here are among the largest for both black and white students. The largest percentages in this category appear among males in the all black schools. The percentages of black and white students attending interracial schools all range from 15% to 20% and are close to one another when compared by race within each group of schools. Black students show their largest percentages in the 21-48% black schools, and these occur for white students in the 1-20% black schools. As a group, white students have their largest percentages in the "skilled trade or craft" category. This could well be a reflection of the racial discrimination known to exist in many of the skilled trade unions.

Table 1-7 shows the employment status of the students' mothers (stepmothers, foster mothers). The majority of the responses fall into two categories: full-time employed and housewife. It can be seen that the mothers of white students are more likely to be housewives than are the mothers of the black students. However, in the other all black schools, more of the mothers are housewives than are employed full-time outside the home. Within two groups of interracial schools more mothers of black students are employed full-time than are the mothers of the white students in these schools.

As the black students become the majority race in the interracial schools, the percentages of black mothers who are employed full-time increase as does the percentage of white mothers so employed. The percentages of students' mothers who are full-time housewives (within the interracial schools) show a decreasing pattern for the black students and white females as these schools become more black, while the percentages of white males with mothers who are housewives increase somewhat from 50% in the 1-20% black schools to 52% in the 51-98% black schools.

The percentages of the males and females show minor differences within all of the school groups, but there appears to be no consistent

Table 1-8

Mother's Job

Racial Composition of Schools	PROFESSIONAL-TECHNICAL				CLERICAL				SERVICE WORKER				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	18	18	0	0	25	28	0	0	7	11	0	0	907	943
Other all White	0	0	19	15	0	0	25	25	0	0	9	10	0	0	519	651
Southern all Black	26	24	0	0	5	4	0	0	34	36	0	0	431	592	0	0
Other all Black	26	25	0	0	8	9	0	0	22	25	0	0	733	1041	0	0
1-20% Black	26	16	17	16	8	7	22	21	31	31	12	16	134	150	2642	2696
21-48% Black	26	26	15	14	10	6	17	23	27	31	14	15	185	533	1017	1171
51-98% Black	24	20	16	10	13	13	22	25	24	29	9	7	520	660	299	229

pattern of difference. In addition to the differences by race previously mentioned in connection with the housewives and full-time employed mothers, there are some additional differences among the other employment categories.

The percentages of the students' mothers who are disabled and cannot be employed are quite low, the largest being 5%, but it was apparent that black students are more likely to have disabled mothers than are white students. A similar pattern is also shown for those black students who have no mothers, whose mothers work part-time, and those who are looking for employment.

Table 1-8 shows the percentages of each group of students whose mothers are employed in various types of jobs. (See questionnaire, appendix, item 22, page 5 for given job categories.) The percentages of the white students' mothers were spread over the various types of jobs, whereas among the black mothers the percentages are concentrated in the professional-technical and service worker categories. The percentages of black students who indicated their mothers' jobs could be described as professional-technical exceed those of the white students when the all black and all white schools are compared. This holds within the interracial schools.

Black students who attend interracial schools are more likely to have mothers whose jobs can be described as professional-technical than are white students attending the same schools. As the proportion of black students in the interracial schools increases, the percentage of white mothers whose jobs are professional-technical decreases somewhat. The black mothers present a different pattern. The percentages of black males' mothers decrease slightly while the females' percentages increase. There is a 10% increase in the 21-48% black schools over the 1-20% black schools, and then it drops off in the 51-98% black schools, although this percentage still exceeds that in the 1-20% black schools.

As would be expected, the percentages of black mothers whose jobs can be described by the term "service worker" are significantly larger than those of the white mothers. While there are a number of specific jobs that come under the term service worker, such as waitress, the larger percentages of black mothers performing these jobs are due, at least in part, to the fact that domestic service, i.e., household help, is included in the service worker category. Black women are far more likely to be employed in domestic service than are white women.

While all of the black percentages exceed the respective white ones, the differences between the black and white percentages are especially large when the all white schools are compared with the all black schools. When the southern all black schools are compared with the southern all white schools it can be seen that the black males' percentage is five times larger than that of the white males, and the black females' percentage is more than three times larger than that of the white females.

Within the three groups of interracial schools the percentages of the black students whose mothers are service workers are larger than those of the white students. As these schools become more black, the percentages of both the black and white students decrease.

Considering the other job categories, mothers of white youth are more likely to hold jobs as office managers, clerical workers, sales workers, skilled workers, and machine operators than are black mothers. The percentages of mothers, both black and white, whose jobs can be described as office manager, sales worker, skilled worker, and machine operator are quite low; most of them are 6% or lower.

The clerical category shows larger percentages in most instances. Here, the white percentages are greater than the black percentages, and the variations are larger. The largest differences appear when segregated black schools are compared with all white schools; the white percentages are up to seven times greater than the black percentages. As the interracial schools become more black, the percentages of black students whose mothers hold clerical jobs increase slightly as do the percentages of the white females. The white males, however, show a decrease in the 21-48% black schools over the 1-20% black schools and then return to the level shown in the 1-20% schools in the 51-98% black schools.

While all of the percentages in the laborer category are low (7% the highest), black mothers are somewhat more likely to hold such jobs, although the differences in the black and white percentages are small.

The percentages of the students whose mothers never worked or who do not know what sort of job their mothers have all range from 16% to 27%. Since previous data showed that the majority of all the students lived with their mothers and would be likely to know what kind of work their mothers did if they were employed outside the home, it is probable that these percentages are mostly reflecting the mothers who never worked outside the home, perhaps even before marriage.

In the interracial schools white students are somewhat more likely to have mothers who never worked (or don't know her job if she does work) than are the black students. However, the differences between the black and white percentages are fairly small. As these schools become more black, the percentages of black students decrease, whereas the white students show the increase rather than decrease pattern. Both the increase and decrease are small.

High school seniors participating in this study were asked to indicate the number of older and younger brothers and sisters in their families. Tables 1-9 through 1-12 show the percentages of each group of students having one, two, etc. older and younger brothers and sisters.

It will be noted that the percentages of students indicating "none" for younger or older brothers and sisters are always the

Table 1-9

Number of Older Brothers

Racial Composition of Schools	NONE				ONE				TWO				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	67	64	0	0	22	24	0	0	8	9	0	0	907	943
Other all White	0	0	66	67	0	0	24	23	0	0	7	7	0	0	519	651
Southern all Black	53	50	0	0	23	25	0	0	13	11	0	0	431	592	0	0
Other all Black	57	56	0	0	23	26	0	0	9	10	0	0	733	1041	0	0
1-20% Black	55	55	62	59	22	25	25	26	10	7	9	9	134	150	2642	2696
21-48% Black	60	54	59	62	24	25	23	26	7	11	11	8	185	533	1017	1171
51-98% Black	62	58	58	53	19	26	31	29	11	9	8	10	520	660	299	229

Table 1-10

Number of Older Sisters

Racial Composition of Schools	NONE				ONE				TWO				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	66	65	0	0	24	24	0	0	7	7	0	0	907	943
Other all White	0	0	67	66	0	0	21	24	0	0	8	7	0	0	519	651
Southern all Black	54	46	0	0	24	28	0	0	11	13	0	0	431	592	0	0
Other all Black	58	60	0	0	24	24	0	0	10	8	0	0	733	1041	0	0
1-20% Black	59	55	61	62	22	27	27	25	7	9	7	8	134	150	2642	2696
21-48% Black	63	57	62	64	25	25	25	23	5	10	8	8	185	533	1017	1171
51-98% Black	61	61	62	61	23	22	26	26	8	8	7	9	520	660	299	229

Table 1-11

Number of Younger Brothers

Racial Composition of Schools	NONE				ONE				TWO				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	58	58	0	0	30	28	0	0	8	10	0	0	907	943
Other all White	0	0	50	55	0	0	32	28	0	0	11	12	0	0	519	651
Southern all Black	42	42	0	0	29	27	0	0	16	16	0	0	431	592	0	0
Other all Black	43	38	0	0	25	28	0	0	15	19	0	0	733	1041	0	0
1-20% Black	33	40	54	53	34	23	26	30	12	21	12	12	134	150	2642	2698
21-48% Black	44	41	55	56	24	28	27	28	15	16	11	11	185	533	1017	1171
51-98% Black	46	40	61	62	23	30	23	27	17	18	11	7	520	660	299	229

Table 1-12

Number of Younger Sisters

Racial Composition of Schools	NONE				ONE				TWO				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	61	60	0	0	26	26	0	0	9	10	0	0	907	943
Other all White	0	0	56	57	0	0	32	29	0	0	9	10	0	0	519	641
Southern all Black	47	40	0	0	25	27	0	0	13	18	0	0	431	592	0	0
Other all Black	43	39	0	0	24	28	0	0	17	16	0	0	733	1041	0	0
1-20% Black	32	38	54	54	29	25	29	28	18	21	12	12	134	150	2642	2696
21-48% Black	42	40	58	59	30	29	26	27	12	15	10	9	185	533	1017	1171
51-98% Black	43	44	62	66	28	28	23	21	16	15	8	8	520	660	299	229

largest percentage for each group of students. As a group, the students are more likely to indicate no older brothers and sisters than no younger brothers and sisters. White students are more likely than black students to have no older or younger brothers and sisters. The greatest difference in these percentages is evidenced when the segregated schools are compared. The percentages of white students in all white schools who have no younger or older brothers or sisters are significantly larger than are those in the all black schools.

A similar pattern appears in the interracial schools with respect to younger brothers and sisters. Here, the white percentages (having no younger brothers and sisters) are considerably larger than those of the black students. With respect to having no older brothers and sisters, however, a different pattern is shown. Here, the black and white percentages all range above 50% and are close to one another (by schools); several are the same for both black and white students. Therefore, black students are more likely to have younger rather than older brothers and sisters. The same holds for the white students, though more black than white students can be so described.

Looking across the tables from one older or younger brother or sister to more than one it can be seen that after one the percentages of both the black and white students decrease. However, the white percentages decrease more sharply than do those of the black students. This is especially evident in the all white schools. Therefore, black students tend to come from larger families than do white students. Significantly, more black students than white ones come from very large families--five or more children (not shown in tables).

When the proportion of black students attending interracial schools increases, the percentages of black students having no older brothers and sisters increase somewhat, while the percentages of white students in these schools with no older brothers and sisters show slight decreases with respect to brothers and little to no change with respect to sisters. The percentages of black and white students having no younger brothers or sisters increase somewhat as these schools become more black.

The students were asked to indicate when they entered the schools in which they were currently enrolled. Table 1-13 shows the percentages of each group of students who entered high school during their freshman, sophomore, or junior year. Percentages of each group of students who entered their current school during their senior year are not given as these percentages were consistently low for all respondents. The majority of each group of students began attending their present schools during their freshman or sophomore year.

The data appearing in Table 1-13 in the junior year column indicate the mobility of responding students. That is, the percentages in this column tend to indicate students who have moved, changed schools during their high school years, whereas the freshman and

Table 1-13

Year Entered Current School

Racial Composition of Schools	FRESHMAN				SOPHOMORE				JUNIOR				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	13	14	0	0	76	78	0	0	6	5	0	0	891	926
Other all White	0	0	72	74	0	0	17	16	0	0	7	5	0	0	503	639
Southern all Black	28	24	0	0	64	70	0	0	2	4	0	0	420	578	0	0
Other all Black	37	30	0	0	52	59	0	0	7	7	0	0	700	992	0	0
1-20% Black	25	30	29	31	63	63	58	58	7	5	5	4	129	145	2599	2660
21-48% Black	53	49	58	49	39	41	32	43	4	6	5	5	182	522	577	1152
51-98% Black	26	24	37	26	60	69	56	66	9	4	3	6	501	646	297	226

Table 1-14

Have Attended School In Another City

Racial Composition of Schools	BLACK		WHITE		N's			
					Black		White	
	Male	Female	Male	Female	M	F	M	F
	%	%	%	%	%	%	%	%
Southern all White	0	0	36	34	0	0	891	931
Other all White	0	0	43	39	0	0	503	642
Southern all Black	19	19	0	0	405	571	0	0
Other all Black	24	26	0	0	686	1004	0	0
1-20% Black	28	26	24	23	128	143	2586	2669
21-48% Black	21	21	23	21	179	513	996	243
51-98% Black	27	23	19	23	498	644	297	226

sophomore columns are more directly influenced by the type of school system. Those students indicating they entered their present schools at the freshman year are attending four year high schools. Therefore, the percentages in the sophomore column are affected by both above factors--mobility of students and type of school system. However, since school systems having three years of junior high school followed by three years of senior high school are quite common, it is probable that the high percentages in the sophomore column are more likely to indicate normal entry into a three year high school rather than a change in schools after the freshman year.

The percentages of students entering their present schools during their junior and senior years are small for all the groups of students. Within each group of schools there are very small differences in the percentages by both race and sex. Allowing for the small differences in the percentages when they are viewed by race and sex, it does appear that males are somewhat more likely than females to enter their present schools during their junior or senior year. The percentages of black and white students are very similar with one exception. Seven percent of the white females in the 1-20% black schools entered their schools in their senior year as compared with 1% of the black females in these schools. As the interracial schools become more black, the percentages of students entering their schools in their junior or senior year show small changes. These changes, although small, are somewhat more likely to be downward.

It would appear that the majority of each group of students has attended the school from which they will graduate for the entire high school period. This holds for both black and white youth, regardless of the racial composition of their current schools.

With the exception of white students attending segregated schools, the proportion of each group of students who have gone to school in another city is fairly small. An examination of Table 1-14 shows the largest percentages of students having attended a school in another city appear in both groups of all white schools. Within each group of schools the percentages of males and females are quite similar, although the males exceed the females in most cases.

Within the interracial schools the percentages of black and white youth, same race and group of schools, are very close to one another. The largest difference, by race, occurs in the 51-98% black schools where black males show 27% as compared with 19% for white males. As these schools become more black, all of the percentages of students who have attended school in another city show small decreases. However, the white females decrease slightly in the 21-48% black schools as compared with the 1-20% black schools only to return to the 1-20% black schools' level in the 51-98% black schools.

It would appear, then, that as a group the students attending white segregated schools are more mobile. It should be noted that the questionnaire item specified attendance at a school in another city, not just another school elsewhere. It is possible that some

of the respondents could have attended another school in a suburban, small town, or rural area. Therefore, the low percentages, especially for the black students, are perhaps deceptive. While few of them have moved from one city to another during their school years, they could have made a rural to urban move which cannot be shown here.

The data presented in this chapter indicate two distinct patterns with regard to black and white high school seniors. First, no matter the racial composition of the high schools, blacks are more likely than whites to come from homes: where the father is absent; where the mother is employed; where the father if present is either unemployed or holding a lower status occupation; where the mother is working in a service occupation; and where the parents are less likely to have completed high school.

Second, the racial composition of the school appears, with very few exceptions, to show little difference in the background characteristics of black students. In other words, regardless of racial composition or school location, the background picture remains pretty much the same. Such does not seem to be the case with white students. For example, the largest percentage of white students not living with both parents is found in schools which are 51-98% black. Similarly, educational achievement level of the father decreases as the number of blacks in the school increases. Full-time employment of fathers is also lowest for those white students in predominately black schools.

Such a pattern is not difficult to explain once we recall the overall pattern of student mobility in our society. Generally, the pattern has been for blacks to move into areas which were originally all white. When blacks move into an area there is the beginning of an out-migration on the part of whites. Those most likely to move are those who have the resources and the opportunity. Those most likely to remain, especially as an area becomes predominately black, are those who either have no children or those who do not have the resources required for mobility to another neighborhood or community. Our data would certainly suggest that the remaining white minority represents those who are at the bottom of the socio-economic ladder.

Chapter 2

School Experience - Academic

Several items in the questionnaire provided data with respect to the school experience of the respondents. A discussion of data concerned with the type of curriculum responding youth have pursued during their high school years and their grade point averages will be followed by an analysis of data pertaining to particular aspects of the school experience. These include the students' perceptions of their teachers, the education they received, features of the school, and factors dealing with the school experience that these youth see as of value for the future.

Table 2-1 shows the percentages of the survey sample enrolled in each curriculum by race. The percentages are spread over three curricula: commercial, general, and college preparatory with smaller percentages shown for vocational and others. The largest percentage of both black and white students are taking college preparatory course programs: 42% of the white students and 37% of the black students. The next largest percentage of the students, both black and white, are enrolled in commercial programs with the black percentage being larger than the white one. The percentages of the black and white students enrolled in vocational, general, and other programs are similar with more white students than black students taking general courses and more black students than white students taking vocational courses. The greater proportion in college preparatory programs would be expected given the selective nature of our sample--they are all high school seniors.

Tables 2-2 and 2-3 show the percentages of students in each of the groups of schools (by racial composition) enrolled in the five types of academic programs by race and sex. As was noted earlier, when the responses to this question are viewed only by race, the largest percentages of both races are enrolled in college preparatory programs. Here, too, the college preparatory program shows high percentages in close to half of the groups of schools. In the segregated schools the largest percentages of both males and females are in college preparatory courses. The percentages in the all white schools exceed those in the all black schools with one exception, this being that the females' percentages in the other all black schools are larger than those of the white females in the other all white schools.

The percentages of the college preparatory males in all but one group of schools are larger than those of the college preparatory females. In the southern all black schools the percentage of the females who are taking college preparatory programs exceeds that of the males by 5%.

The percentages of the males, both races, who are in college preparatory programs are larger than those of the females in all three groups of interracial schools. The percentages of white students in college preparatory programs are larger than those of black students in these schools except in the 51-98% black schools where the black females' percentage exceeds that of the white females by 2%.

Table 2-1

Academic Programs by Race

	BLACK	WHITE
	%	%
Vocational	10	9
Commercial	28	24
General	21	22
College Preparatory	37	42
Other	4	3
	100	100
N=	4831	10941

Table 2-2

Academic Programs

Racial Composition Of Schools	GENERAL				COLLEGE PREP				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	25	19	0	0	56	43	0	0	896	928
Other all White	0	0	20	17	0	0	55	34	0	0	516	642
Southern all Black	23	23	0	0	46	41	0	0	415	575	0	0
Other all Black	30	16	0	0	44	39	0	0	697	1001	0	0
1-20% Black	36	27	29	24	32	28	47	36	131	147	2610	2659
21-48% Black	22	19	17	11	35	30	44	37	183	519	1005	1161
51-98% Black	29	10	33	8	35	35	35	33	510	652	297	227

Table 2-3

Academic Programs (Cont'd)

Racial Composition of Schools	VOCATIONAL				COMMERCIAL				N's			
	Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	10	5	0	0	6	32	0	0	896	928
Other all White	0	0	14	2	0	0	10	44	0	0	516	642
Southern all Black	23	15	0	0	13	18	0	0	415	575	0	0
Other all Black	14	4	0	0	10	38	0	0	697	1001	0	0
1-20% Black	18	4	14	4	8	37	7	34	131	147	2610	2659
21-48% Black	18	8	21	4	21	39	13	41	183	519	1005	1161
51-98% Black	6	2	10	1	27	49	19	55	510	652	297	227

The percentages of the black students in the interracial schools, males and females enrolled in college preparatory programs, show a slight increase as these schools become more black. Among the white students, however, the pattern is less clear. When the percentages for white males and females in the 1-20% black schools are compared with those in the 51-98% black schools, it can be seen that the percentages decrease. However, the white females show a slight increase in the 21-48% black schools over the 1-20% black schools.

In the all white schools the next highest percentage (after college preparatory) reported by the females appears in the commercial program, and for the males this second highest percentage appears in the general program. In the southern all black schools the males have their second highest percentage in both general and vocational programs. It should be noted that 23% of the males in the southern all black schools indicated they are in vocational programs, and this is the largest percentage of students in this type of program. The black females in the all black schools have their next highest percentages of students enrolled in commercial programs (other all black schools) and in general programs (southern all black schools).

It should be noted that none of the groups of students within any of the schools' groups show highest or next highest percentages in vocational courses. The percentages of the males enrolled in vocational programs are larger than those of the females in all of the school groups. This situation is to be expected, since most programs described as vocational (with the exception of some home economics programs) are usually geared to training for male occupations, i.e., auto mechanics, metal work.

The percentages of male students enrolled in general programs exceed those of the females in each group of schools and for both races with the exception of the southern all white schools. Here, both males and females have 23% of their number enrolled in general programs. The percentages of black males in the 1-20% black and the 21-48% black schools are larger than those of the white males in these schools, while the pattern is reversed in 51-98% black schools. The black females' percentages enrolled in general programs are somewhat larger than those of the white females in each group of interracial schools.

As the interracial schools become more black, the percentages of the black males and females in general programs decrease with the black females showing a sharp drop from 27% to 10%. White females also show a significant decrease; 24% of the white females attending 1-20% black schools were enrolled in general programs, whereas in the 51-98% black schools 8% of the white females were taking similar programs. The pattern is much less clear among the white males attending interracial schools. Twenty-nine percent of the white males are enrolled in general programs in the 1-20% black schools. This percentage drops to 17% in the 21-48% black schools and then increases to 33% in the 51-98% black schools.

Table 2-4

Grade Point Averages by Race

	BLACK		WHITE	
	%		%	
A	4		14	
B	36		41	
C	54		39	
LESS THAN C	6		6	
	100		100	
N=	4883	N=	10971	

Those participating students, who were in programs other than those described in the questionnaire, marked "other" to indicate their academic programs. The percentages of students so indicating their programs are low. The largest is 6%. There is no clear cut pattern concerning the sex of the students is these programs. In the segregated schools the black males exceed the white males, but the differences between the percentages is very small. The females show a similar pattern.

There appears to be no clear cut pattern concerning the race of the students in relation to the "other" programs in the mixed race schools. The black percentages are larger than the white ones within the 1-20% black schools with the reverse of this pattern occurring in the 21-48% black schools. A different pattern appears in the 51-98% black schools where slightly more black females are in programs described as "other" than are the black males or white students.

As the interracial schools become more black, only black students show a consistent pattern; the males' percentages decrease, and the females' increase with both changes being small. The white students in these schools show an increase in their percentages in the 21-48% black schools when these are compared with the percentages in the 1-20% black schools and then drop back to the 2-3% level in the 51-98% black schools.

Table 2-4 shows the breakdown of the responses to the question, "What is your current grade point average?" by race only. Ninety percent of the black students have grade point averages in the B-C range with the largest percentage (or over 50%) of the blacks being in the C column. White students show 80% of their number in the B-C range, but here it is almost an even split between the B and C averages. The percentage of white students who have grade point averages of A is more than three times greater than that of the black students. It is interesting to note that both the black and white students show 6% of their number with grade point averages below C.

Table 2-5 shows the breakdown of the responses to the grade point question by race, sex, and racial composition of the respondents' schools. Females, both black and white, have larger percentages with A and B grade point averages than do males. This holds within each group of schools. Of those students indicating A grade point averages, white males and females show larger differences than do blacks with the exception of the other all white schools. Here, although females' percentages exceed those of the males, the difference in these percentages is only 2% as compared with a difference of 4% in the southern all white schools. Black males and females show small differences in their percentages except in the other all black schools where 20% more females than males have A grade point averages.

The percentages of the white males and females who have A grade point averages exceed those of the black males and females in most cases, but, interestingly, black females' percentage in the other all black schools is much larger than all the other black percentages. This particular percentage is more similar to the white females' percentages than to any of the black percentages.

Table 2-5

Grade Point Averages

Racial Composition of Schools	A				B				C				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	10	19	0	0	31	45	0	0	47	32	0	0	900	934
Other all White	0	0	8	20	0	0	39	45	0	0	44	32	0	0	516	644
Southern all Black	3	8	0	0	32	41	0	0	58	49	0	0	426	590	0	0
Other all Black	2	5	0	0	31	43	0	0	57	46	0	0	702	1007	0	0
1-20% Black	3	4	11	17	33	38	35	48	50	51	46	32	133	147	2621	2670
21-48% Black	4	6	9	20	31	36	35	43	56	55	49	34	183	527	1002	1161
51-98% Black	1	5	3	14	27	39	33	53	63	53	57	29	512	655	297	226

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In the racially mixed schools only the white males show a clear pattern of decrease in their percentages, whereas the blacks, males and females, and the white females show slight increases in the 21-48% black schools over the 1-20% black schools. The percentages of the females, both black and white, who have grade point averages of B exceed those of the respective males in each group of schools.

Within the groups of interracial schools, the percentages of the white males and females who have B grade point averages are larger than those of the black students with only one exception. The males in the southern all black schools have a percentage slightly larger than the white males in the southern all white schools.

As the racially mixed schools become more black, the percentages of black males who have B grade point averages show a consistent decrease from 33% in the 1-20% black schools to 27% in the 51-98% black schools. The remaining students do not show clear increase or decrease patterns. However, the changes in the percentages in the 51-98% black schools when compared with those in the 1-20% black schools are small.

The largest proportion of each group of males indicated they have grade point averages of C. The percentages of both the black males and females who have C grade point averages are larger than those of the respective white students within each group of schools. In each case, also, males, both races, have larger percentages of their members with C grade point averages than do the same race females within each group of schools. Within the groups of interracial schools the black males' percentages are similar to those of the white males and to those of the black females; all three of these are significantly larger than the percentages of the white females within the respective groups of schools.

As the racially mixed schools become less white, the percentages of the black and white males who have C grade point averages show a consistent increase. The black females also show an increase in their percentages of C averages, but here the increase from the 1-20% black schools to the 21-48% black schools is greater than from the 1-20% black schools to the 51-98% black schools. The white females have a different pattern. Their percentages of C averages show an increase in the 21-48% black schools over the 1-20% black schools; then, in the 51-98% black schools the percentage drops below that in the 1-20% black schools. It should be noted that this particular group of white females had 53% of their number indicating B grade point averages.

The percentages of each group of participating students who indicate their grade point averages are less than C are fairly low. The males' percentages, both races, are larger than are those of the respective females within each group of schools. The largest difference between the males' and females' percentages occur in segregated schools. In the southern all white schools four times more males than females have below C grade point averages, and in the other all black schools, five times more males than females have similar grade point averages.

Within the interracial schools the percentages of black males who have grade point averages below C are larger than are those of the white males, although the differences are small. The females in these schools show percentages that are smaller than those of the males, but the pattern is unlike that of the males. Black females' percentages are somewhat larger than those of the females in the 1-20% black schools, but in the 21-48% black schools both black and white females have 3% of their number having less than C averages. However, in the 51-98% black schools the white females' percentages are larger than those of the black females. As these schools increase their proportion of black students, the black males, females, and white males show a consistent decrease in their percentages of less than C averages, whereas the white females decrease to 3% in the 21-48% black schools from 4% in the 1-20% black schools. The percentage then returns to 4% in the 51-98% black schools.

Looking for a moment at the grade point averages indicated by the largest percentage of a particular group of students, these high percentages appear in either the A or B columns of Table 2-5. The largest percentages of all of the males have C grade point averages. This holds for both black and white males in each group of schools. Among the females, all of the white females in all of the schools have the largest percentages of their numbers with B grade point averages. The black females present a somewhat different picture from the white females. They have the highest percentages of their numbers indicating their grade point averages to be C as do all of the males. The exception here is black females in the other all black schools whose largest percentage have B grade point averages.

It would appear then that white females are more likely to have higher grade point averages (B's) regardless of the racial composition of their schools. It is interesting to note that the largest B grade point percentage appears for white females in the 51-98% black schools.

Youth participating in the study were asked to indicate the subjects they liked best in school (Tables 2-6, 2-7). Here, the sex differences are interesting. Females, both races, indicate their best liked subject is English or business, and, in several instances, both English and business are the best liked subjects. Among males, science, social science, physical education, and shop are most often cited as best liked subjects. Only white males showed the largest percentage (in a particular group of schools) as preferring science over the other subjects. Social science and physical education were cited as best liked subjects by the largest percentage of only black males. Shop was cited as a best liked subject by the largest percentage of both black males and white males within two groups of racially mixed schools.

Science courses were cited as best liked subjects by close to one-third of all the males. The exception here appears in the southern all black schools where only 21% of the males indicated science as a best liked subject. It should be noted that 35% of these males cited physical education as their best liked subject. In the interracial schools the percentages of both the black males

Table 2-6

Best Liked Subjects

Racial Composition of Schools	SCIENCE				MATH				SOCIAL SCIENCE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	36	19	0	0	27	14	0	0	32	24	0	0	902	937
Other all White	0	0	32	15	0	0	25	13	0	0	29	17	0	0	518	646
Southern all Black	21	15	0	0	24	19	0	0	25	19	0	0	429	591	0	0
Other all Black	31	16	0	0	27	16	0	0	34	25	0	0	708	1021	0	0
1-20% Black	31	18	33	19	27	16	32	17	33	21	31	23	131	149	2617	2667
21-48% Black	30	17	32	19	23	13	28	15	32	25	29	21	183	528	1005	1159
51-98% Black	25	15	26	19	27	16	27	18	31	21	28	20	515	652	298	228

Table 2-7

Best Liked Subjects (Cont'd)

Racial Composition of Schools	ENGLISH				SHOP				PHYSICAL EDUCATION				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	18	42	0	0	19	5	0	0	25	19	0	0	902	937
Other all White	0	0	16	39	0	0	27	4	0	0	24	13	0	0	518	646
Southern all Black	26	41	0	0	27	10	0	0	22	23	0	0	429	591	0	0
Other all Black	26	42	0	0	28	2	0	0	28	24	0	0	708	1021	0	0
1-20% Black	21	37	17	37	27	7	29	3	28	26	28	17	131	149	2617	2667
21-48% Black	24	41	18	40	32	7	36	3	31	30	28	18	183	528	1005	1159
51-98% Black	25	42	13	36	19	3	37	0	35	36	23	14	515	652	298	228

and the white males whose best liked subject is science decrease as the proportion of black students increases.

Close to one-third of the black males in three groups of schools, other all black, 1-20% black, and 21-48% black, indicated their best liked subject to be in the social sciences. The two remaining groups of black males have over one-third of their number citing physical education as their best liked subject. As was noted earlier, none of the female groups had the largest proportion of their group choosing social sciences as their best liked subject, and it is interesting to note that within each group of schools for both races the percentages of males whose favorite subject is one of the social sciences are always larger than those of the females in the same school group. In the interracial schools the black males' percentages exceed those of both the black and white females. This also holds for the white males. As the proportion of black students increases in the interracial schools, the percentages of the males, black and white, decrease somewhat: 2% in the case of black males, 3% for white males.

Physical education courses were the best liked courses of more black than white youth. With one exception the males who chose physical education as their best liked subject exceed the respective females. However, the percentages of black males and females are more nearly alike than are those of the white males and females. As the interracial schools become more black, the percentages of the black students increase: males by 7%, females by 10%.

Physical education courses were not chosen by the largest percentage of any of the white groups of students. The visibility of blacks who have "made it big" in sports may well influence the popularity of physical education among blacks. There is also evidence to support the observation that as schools become more black emphasis on the more academic subjects declines.

Shop courses appear to be more popular with white males than with black ones, especially in the interracial schools. As these schools become more black, the percentage of the black males increases in the 21-48% black schools over the 1-20% black schools, but then drops off to 19% in the 51-98% black schools or below the 1-20% black school percentage. The white males, however, show an increase as their schools become more black.

The females, both races, have their high percentages in only two subject areas--English and business. English courses generally are well liked by girls, since they usually do well is such courses. Business courses would seem to appeal to girls, since many of them are preparing for jobs requiring these skills. Many girls who plan on college view office skills as a type of insurance should they not go to college or otherwise not realize their educational goals.

Several groups of female students have a fairly even split between English and business courses. The percentages of the black and white females who favor English courses show small differences, although the black percentages are a bit larger than the white ones. As the

Table 2-8

Evaluation of High School Education

Racial Composition of Schools	EXCELLENT				GOOD				FAIR				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	29	35	0	0	59	58	0	0	11	7	0	0	888	933
Other all White	0	0	16	19	0	0	57	65	0	0	23	16	0	0	503	642
Southern all Black	13	13	0	0	66	71	0	0	20	16	0	0	416	584	0	0
Other all Black	12	13	0	0	66	68	0	0	19	18	0	0	695	1008	0	0
1-20% Black	13	12	18	19	67	72	62	67	18	15	17	13	131	145	2603	2674
21-48% Black	12	11	15	13	70	69	58	65	16	20	24	20	181	513	1005	1161
51-98% Black	13	14	13	13	63	68	58	64	23	17	24	21	503	647	295	228

proportion of black students increases in the interracial schools, the percentage of black females who favor English courses increases by 6%. The white females show an irregular pattern, increasing in the 21-48% black schools and then dropping off below the 1-20% black schools in the 51-98% black schools.

Table 2-8 shows the percentages of each group of students who rate their high school education as to whether it is "excellent," "good," or "fair." The majority of all the students rate their education as good. The percentages so rating their educations are well over half of each group of students. These percentages are quite similar to one another within each group of schools when they are examined by race or sex.

In the interracial schools, the percentages of the females indicating their education has been good are larger than the males' percentages with one exception. This is in the 21-48% black schools where the black males' percentage exceeds those of the same sex white students. As the proportion of black students in these schools increases, the percentages of the black females, white males, and white females who rate their educations as good decrease slightly.

Concerning the ratings "fair" and "poor," males are more likely than females to so rate their high school educations. Few students choose the term "poor" to describe their high school education. Five percent of white males in the 51-98% black schools did so, and this was the largest percentage. As was noted earlier, females rated their high school education "good" to a greater extent than did males. This is quite possibly due, in part, to the fact that these girls report that they are doing better than boys in their high school studies. Table 2-5 shows much larger proportions of girls having A and B grade point averages than do boys. It could be that since the girls achieve higher grades they perceive of their education as being better than do the boys who are not doing as well in achieving grades. They are more likely to perceive the education as being less than good, since it appears to be operating against them.

With the exception of southern all white schools, the percentages of the students, both races, who rate their high school educations as "excellent" are between 11% and 19%. The percentages of the males and females are similar to one another within each group of schools. In the interracial schools the percentages of white students who rate their high school education as excellent are slightly larger than those of the black students; however, the differences are small. As these schools become more black, the percentages of the white students decrease. The black percentages show less change with the black females showing a 2% increase.

A multiple choice question dealing with best liked features of the school is shown in Tables 2-9 and 2-10. The queried students indicate their friends and their teachers are what they like best about their schools with friends being the best liked of the two. The percentages of the students citing friends as best liked run from 60% to 87%. Girls tend to consider friends the best liked feature

Table 2-9

Best Liked Features of School

Racial Composition of Schools	TEACHERS				CURRICULUM				FRIENDS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	55	58	0	0	40	46	0	0	81	87	0	0	865	909
Other all White	0	0	53	56	0	0	31	34	0	0	75	80	0	0	428	516
Southern all Black	58	53	0	0	45	52	0	0	63	68	0	0	404	578	0	0
Other all Black	56	57	0	0	36	46	0	0	68	67	0	0	494	800	0	0
1-20% Black	44	49	50	54	27	37	33	40	58	71	77	81	117	137	2427	2560
21-48% Black	53	53	52	51	43	46	42	44	60	63	72	77	161	470	953	1123
51-98% Black	51	53	53	57	35	48	33	38	63	64	60	71	445	608	285	221

Table 2-10

Best Liked Features of School (Cont'd)

Racial Composition of Schools	RACIAL COMPOSITION				SCHOOL SPIRIT				ACTIVITIES				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	13	8	0	0	44	45	0	0	41	50	0	0	865	909
Other all White	0	0	10	7	0	0	17	14	0	0	36	34	0	0	428	516
Southern all Black	3	4	0	0	41	38	0	0	53	44	0	0	404	578	0	0
Other all Black	9	10	0	0	45	39	0	0	46	42	0	0	494	800	0	0
1-20% Black	38	45	14	14	29	42	36	41	43	42	40	42	117	137	2427	2560
21-48% Black	43	38	15	16	33	34	18	20	43	41	30	33	161	470	953	1123
51-98% Black	31	34	9	8	40	47	18	17	45	42	27	23	445	608	285	221

of their schools more often than boys; however, while the girls' percentages exceed those of the boys, the differences are not large.

In general, white students are more likely to consider their friends the feature of their schools that they like best than are black students. In the interracial schools the white percentages exceed the black ones in all but the 51-98% black schools where 63% of the black males as opposed to 60% of the white males consider their friends to be their best liked feature in their schools. As the proportion of black students in the interracial schools increases, the percentages of the white students indicating friends as an important variable decrease. The black students present a less clear pattern.

The teachers in their schools were also selected as a best liked feature of the schools by sizeable percentages of the participating youth. The percentages here range from 44% to 58%. The four groups of segregated (one race) schools show percentages over 50%. Generally, females are more likely to consider their teachers as a best liked feature of their schools, but in each case the differences in the male and female percentages are small. The percentages of black and white students within each group of interracial schools show very small differences. With one exception the white students show somewhat larger percentages of their numbers citing their teachers as a best liked feature of their schools. As the proportion of black students in the interracial schools increases, only black females and white males show consistent increase patterns.

As would be expected, school activities are considered by some of the students to be the best liked feature of their schools. With one exception the percentages of the males and females are similar. As the interracial schools become more black, the females, both races, show a decline in their percentages, whereas the black males show an increase. The white males drop 10% in the 21-48% black schools and then increase by 10% over these schools in the 51-98% black schools.

Concerning the remaining characteristics of the schools given in the questionnaire, none of the groups of students showed half of their number citing racial composition, facilities, school spirit, or the counselors as a best liked aspect of their schools. The percentages of students indicating they don't like anything about their schools are very low. The largest percentage here is 10% for the white males in the 51-98% black schools.

It is interesting to note that the percentages of students indicating their counselors are the best liked feature in their schools are so far below the percentages so citing their teachers. It is probable that these students see their counselors only on rare occasions, and these occasions are unpleasant, i.e., the meeting is to discuss failing grades or an infraction of the school rules.

Respondents were also given a multiple choice question dealing with the characteristics of their school they least liked. Examination of Tables 2-11 and 2-12 shows none of the school features are disliked enough to generate a single focal point for disfavor.

Table 2-11

Least Liked Features of School

Racial Composition of Schools	NO DISLIKES				RACIAL COMPOSITION				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	34	37	0	0	5	3	0	0	834	881
Other all White	0	0	19	18	0	0	13	14	0	0	408	505
Southern all Black	30	25	0	0	13	12	0	0	389	567	0	0
Other all Black	27	23	0	0	21	22	0	0	459	759	0	0
1-20% Black	29	29	25	30	19	21	11	8	110	129	2313	2476
21-48% Black	29	25	17	17	7	6	26	22	157	441	933	1079
51-98% Black	34	35	18	23	6	8	37	42	420	578	280	211

Table 2-12

Least Liked Features of School (Cont'd)

Racial Composition of Schools	SCHOOL SPIRIT				COUNSELORS				N's			
	Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	29	32	0	0	13	13	0	0	834	881
Other all White	0	0	47	57	0	0	15	18	0	0	408	505
Southern all Black	27	31	0	0	11	17	0	0	389	567	0	0
Other all Black	22	29	0	0	20	24	0	0	459	759	0	0
1-20% Black	35	31	27	31	15	19	23	21	110	129	2313	2476
21-48% Black	30	32	42	47	20	23	24	23	157	441	933	1079
51-98% Black	23	20	32	35	17	23	19	26	420	578	280	211

The percentages of students disliking things about their schools are spread rather thinly over all of the features given including "no dislikes." Some of the larger percentages appear for the feature "school spirit."

Among white students, the females tend to indicate that they dislike the school spirit in their schools more so than do the males in the respective student groups. This observation also holds for the all black schools. As the proportion of black students in the racially mixed schools increases, the percentages of the black males and females who dislike the school spirit in these schools decreases. However, black females show a slight increase in the 21-48% black schools over the 1-20% black schools before dropping off in the 51-98% black schools to a percentage well below that in the 1-20% black schools. The white males and females in these schools show large percentage increases in the 21-48% black schools over the 1-20% black schools. However, while the percentages drop off in the 51-98% black schools, there is still an increase over those in the 1-20% black schools. Apparently, school spirit is more often a cause of discontent among white students than black ones, and females more so than males. The largest percentage of students indicating such discontent appears among the females in the other all white schools.

A major difference between blacks and whites is found in the question of satisfaction with the racial composition of the school. Table 2-12 shows that as schools become more black there is a marked increase in the number of white students (male and female) who say they are dissatisfied with the racial composition of the school. Conversely, we find that blacks who show the most dissatisfaction with the racial composition of their school are those enrolled in schools where blacks are a distinct and small minority.

Counselors are much more likely to be especially disliked by the students than are teachers. This is, of course, the other side of the coin in reference to the previously mentioned item concerning best liked features of the schools. Here, it will be recalled teachers were more likely to be cited as best liked than were counselors. The females, both races, in each group of schools are more likely than the males to cite counselors as objects of particular dislike. This is especially true for black students, the white percentages generally being closer to one another. In the interracial schools the females' percentages increase as the proportion of black students increases, whereas the males do not follow this pattern.

The percentages of the students who indicate they have no particular dislikes concerning their schools range from 17% to 37%. It is interesting to note that the largest percentages appear in the southern all white schools and among black students in the 51-98% black schools.

While the percentages of students indicating the racial composition of their schools is among their dislikes are not large, the pattern of responses in the interracial schools is of interest. The larger percentages recorded for the students in these schools appear among those youth who constitute the minority race in each group of interracial

Table 2-13

Description of Teachers

Racial Composition of Schools	FRIENDLY				WILLING TO HELP IN ACTIVITIES				HAVE PETS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	78	83	0	0	58	69	0	0	15	17	0	0	870	907
Other all White	0	0	83	83	0	0	55	60	0	0	17	17	0	0	441	524
Southern all Black	74	70	0	0	51	47	0	0	39	54	0	0	402	580	0	0
Other all Black	77	80	0	0	51	55	0	0	23	25	0	0	525	869	0	0
1-20% Black	74	79	82	85	49	52	52	59	29	24	19	22	120	136	2461	2592
21-48% Black	81	77	80	80	49	49	50	55	14	32	13	16	168	478	962	1122
51-98% Black	75	77	74	87	47	53	48	54	14	17	13	17	461	618	291	220

Table 2-14

Description of Teachers (Cont'd)

Racial Composition of Schools	FAIR IN GRADING				REALLY INTERESTED IN THEIR JOBS				HAVE PERSONAL INTEREST IN STUDENTS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	54	57	0	0	55	60	0	0	57	64	0	0	870	907
Other all White	0	0	52	53	0	0	48	46	0	0	48	56	0	0	441	524
Southern all Black	37	36	0	0	43	38	0	0	51	47	0	0	402	580	0	0
Other all Black	44	47	0	0	45	45	0	0	50	55	0	0	525	869	0	0
1-20% Black	45	52	52	51	42	46	44	45	48	48	46	53	120	136	2461	2592
21-48% Black	52	45	53	53	51	45	46	44	43	51	48	52	168	478	962	1122
51-98% Black	45	45	53	50	43	46	38	43	47	51	44	52	461	618	291	220

schools. The largest percentages appear for white youth attending 51-98% black schools. In like manner, black students attending schools that are 1-20% black indicate more displeasure with regard to the racial composition of these schools than white students in these schools. Clearly, then, those students who constitute the racial minority in interracial schools are more likely to dislike their schools' racial composition than are those youth who are members of the majority race.

The questionnaire contained an item which listed phrases that were used in describing teachers. Tables 2-13 and 2-14 give the breakdown for the responses for six of the descriptive phrases. The remaining phrases were seldom chosen by the participating youth (a complete list is found in the appendix). In general, then, students appear to have positive opinions of their teachers.

Very nearly 80% of each group of students by race, sex, and racial composition of their schools describe most of their teachers as friendly. Females are somewhat more likely than are males to so describe their teachers, and this is especially apparent among white youth. This same group, white females, also tends to characterize their teachers as friendly to a greater extent than do black females. White males in segregated schools are more likely to describe their teachers as friendly than are black males attending all black schools. As white students attending interracial schools become the minority race, males are less apt to describe their teachers as friendly while white females are somewhat more likely to so describe their teachers. Black females also show a decrease in the percentages of their number seeing teachers as friendly, whereas black males show an increase-decrease pattern as these schools become more black.

Fifty percent or more of each group of students indicate their teachers are willing to help in activities. Females are more likely to describe their teachers in this manner than are males. White youth show somewhat larger variations in their male/female percentages than do black youth. White males and females describe their teachers as willing to assist with activities more than do black youth, and this holds in both segregated and interracial schools. Black males and females attending interracial schools show little change in their responses as these schools become more black.

Females are more likely to indicate their teachers have "pets," i.e., treat some students better than others, than do males, and this holds for both races regardless of racial composition of the schools. The only exception appears among black youth in 1-20% black schools where males are somewhat more likely to indicate their teachers have "pets." Black students are more likely to believe their teachers treat some students better than others than are white students. This is especially apparent in a comparison of the responses given by students attending segregated schools. Students attending interracial schools are somewhat less likely to indicate their teachers have pets as these schools become more black.

In general, white youth are more apt to indicate their teachers grade fairly than are black youth. Again, this is especially apparent in a comparison of the segregated schools (black versus white). Viewing the responses by sex, the male and female (same race) responses are quite close to one another. As the interracial schools become predominately black, the responses for both black and white youth show little change.

As would perhaps be expected, those groups of students showing larger percentages of their numbers saying their teachers have favorites are likely to show smaller percentages indicating they believe their teachers grade fairly.

More than one-third to slightly over one-half of each group believes their teachers are really interested in their jobs. The largest percentages appear among white youth attending segregated schools in the South. Larger variations in black/white percentages also appear here with black/white (same sex) responses being more similar in the interracial schools. White males and females attending interracial schools are somewhat less likely to believe their teachers are really interested in their jobs as these schools become more black. Black females, on the other hand, show little change, and black males present an increase-decrease pattern.

With one exception, females are more likely to indicate their teachers have a personal interest in the students than do males, and this holds for both races regardless of the schools' racial composition. The exception appears among black youth attending southern segregated schools. Here, males show 51% of their number believing their teachers have a personal interest in their students compared with 47% of females. The percentages of males are quite close to one another especially within the interracial schools. Very little change in the percentages occurs as the interracial schools become more black.

Clearly, then, most youth participating in the study are more likely than not to see their teachers in a positive light. Few described their teachers as too strict, too easy, not understanding of young people, or having "pets."

The high school seniors queried in this study were asked if they could attend any high school in their community would they choose the one they are attending or would they prefer a different school. Table 2-15 shows the participating youth to be generally satisfied with their present schools. The percentages of the groups of students who would choose their present schools again range from 56% to 89%. The students who attend southern all white schools are the most satisfied with their schools, and white students attending 51-98% black schools are least satisfied with their schools.

For the most part, the males, both races, are more likely to choose their present schools than are the respective females. In the interracial schools the percentages of each group of students who favor their present schools are quite similar when viewed in terms of race until the proportion of black students reaches 51-98%. In these schools, white students are less satisfied with their present schools than are

Table 2-15

Preferred School

Racial Composition of Schools	SAME SCHOOL				DIFFERENT SCHOOL				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%
Southern all White	0	0	89	87	0	0	11	13	0	0	858	904
Other all White	0	0	73	71	0	0	27	29	0	0	427	515
Southern all Black	81	79	0	0	19	21	0	0	397	574	0	0
Other all Black	78	73	0	0	22	28	0	0	492	811	0	0
1-20% Black	80	76	81	80	20	24	19	20	113	137	2434	2562
21-48% Black	73	68	70	66	27	32	30	34	161	471	953	1121
51-98% Black	72	77	63	56	28	23	38	44	438	603	280	220

Table 2-16

Most Valuable Aspect of High School Experience for Own Future

Racial Composition of Schools	KNOWLEDGE FROM STUDIES				SKILLS LEARNED IN SCHOOL				HIGH SCHOOL DIPLOMA				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %
Southern all White	0	0	43	39	0	0	9	14	0	0	19	16	0	0	804	873
Other all White	0	0	42	33	0	0	14	20	0	0	22	21	0	0	392	482
Southern all Black	49	57	0	0	15	10	0	0	18	20	0	0	377	557	0	0
Other all Black	49	51	0	0	10	15	0	0	25	19	0	0	432	715	0	0
1-20% Black	41	37	40	39	14	15	14	17	23	34	24	21	105	122	2202	2368
21-48% Black	38	51	38	39	14	15	19	18	26	21	22	18	136	420	866	1042
51-98% Black	40	40	38	43	17	21	17	21	24	23	23	22	402	542	245	204

black students in these same schools. Also, white females in these schools are more likely to want to attend a different school than are white males.

As the proportion of black students increases within the interracial schools, the percentages of white students who would choose their present schools even if they could choose another decrease significantly. The black students, however, show a much less clear pattern. The black males' percentages do decrease, but the drop is much less than that of the white males and females.

The black females show less satisfaction with their present schools in the 21-48% black schools when this percentage is compared with that in the 1-20% black schools, but their satisfaction increases in the 51-98% black schools. The black females are the most satisfied group of students in the 51-98% black schools.

The questionnaire (see appendix, item 71, page 15) contained a list of features common to the school experience from which the respondents were to select the one which would be most valuable to them in the future. Table 2-16 shows the percentages of each group of students selecting each given aspect.

Without exception, the largest percentage of each group of students feels that "the knowledge I've acquired from my studies" to be the most valuable aspect of their high school experience. These students felt the next most valuable aspect of their high school days to be their high school diploma. Among white students, more males cite their high school diplomas as most valuable for their futures than do white females, although it should be noted that the differences in these percentages are not large.

The percentages of males and females are rather similar to one another concerning both the knowledge and diploma aspects of high school; this holds for both races with only one exception. The latter appears for the "knowledge" aspect among the black students in 21-48% black schools. Here, the females show 51% of their number considering knowledge learned in school most valuable as compared with 38% of the black males in this particular group of schools. As the interracial schools become more black, the percentages of students who consider "knowledge," etc. to be most valuable for their futures change very little. The exception here appears in the 21-48% black schools where the black females have 51% as opposed to 37% in the 1-20% black schools and 40% in the 51-98% black schools.

Concerning the remaining aspects of the high school experience listed in the questionnaire, the percentages of students selecting them as most valuable are fairly small. Within each group of schools these percentages are quite similar when examined by race and sex. As was shown previously, with the two aspects considered valuable by the students, there are no clear increase or decrease trends as the interracial schools become more black. Here, too, the changes in the percentages are small and uneven.

Data in this chapter show that black students less than white are likely to be enrolled in college preparatory programs. Interestingly enough, the largest number of blacks in college preparatory programs are those enrolled in all black high schools be they in the South or elsewhere.

Generally, whites and females report the highest grade point averages. Those most likely to report an "A" average are females and students in all white southern high schools.

Satisfaction with school does appear to be related to racial composition of the school. This seems to be the case particularly with white students enrolled in schools with more than 20% black students. There is also a tendency for dissatisfaction to occur among black students in predominately white schools.

At the same time, most students do appear satisfied with the quality of their education and the school in which they are enrolled.

Chapter 3

School Experience - Social

Data to be presented and discussed here pertain to the social climate and supposedly informal social system of the high school. The questionnaire contained items which provided data with regard to "the leading crowd," popularity, dating practices, activities engaged in, and parental influence in the social life of high school students.

The participating students were asked to indicate if they belonged to the group made up of leaders in their school. Those who replied no to the above were then asked if they would like to belong to this group. Affirmative responses to the former question are shown in Table 3-1. With the exception of the all black schools, the percentages of each group of students who are school leaders are below 50%. The largest percentages of students who consider themselves members of the leader group appear in the all black schools.

In the interracial schools more of the black students say they belong to the leader group than do the white students within the same group of schools. The only exception here appears in the 1-20% black schools where 35% of the white females view themselves as members of the leader group as compared with 34% of the black females. As these schools become more black, the percentages of black males and females increase with females showing a larger increase than males. White females also show an increase in their percentages who indicate they are school leaders, but the increase is small, whereas the white males show a 5% decrease.

The percentages of males and females who consider themselves leaders are similar within each group of schools for each race. In the interracial schools black males are somewhat more likely to identify themselves as leaders than are females, whereas white females in these schools are somewhat more likely to so view themselves. However, it should be noted that the differences in the percentages by sex are small.

The students who indicated they were not school leaders were asked to respond yes, no, or don't care to the question, "Would you like to be a member of a leading group in this school?" Table 3-2 shows the non-leaders to be more likely to reply "yes" they would like to be members of a leader group than to reply either "no" or "don't care." More black students than white students indicated they would like to be leaders. Within each group of schools females are somewhat more interested in being leaders, but the differences between the males' percentages and the respective females' percentages are small.

Within the interracial schools the percentages of black male non-leaders who would like to be leaders increase slightly as the proportion of black students becomes larger, while those of the black females show a small decrease. The white males in these schools show a different pattern; the males' percentage goes from 33% in the 1-20% black schools to 41% in the 21-48% black schools. However, in the 51-98% black schools this percentage drops to 36%. The white females show a decrease in their percentages who would like to be leaders.

Table 3-1

Member of Leader Group

Racial Composition of Schools	YES				N's			
	Black		White		Black		White	
	M	F	M	F	M	F	M	F
	%	%	%	%				
Southern all White	0	0	34	38	0	0	900	932
Other all White	0	0	41	38	0	0	514	643
Southern all Black	55	60	0	0	422	583	0	0
Other all Black	49	50	0	0	704	1008	0	0
1-20% Black	43	34	37	35	132	149	2612	2676
21-48% Black	45	44	35	35	182	522	999	1157
51-98% Black	45	44	32	39	511	651	299	226

Table 3-2

Like to be School Leader

Racial Composition of Schools	YES				NO				DON'T CARE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	53	57	0	0	23	25	0	0	24	19	0	0	585	575
Other all White	0	0	33	39	0	0	32	34	0	0	34	28	0	0	302	396
Southern all Black	68	72	0	0	18	20	0	0	14	8	0	0	186	223	0	0
Other all Black	55	55	0	0	22	29	0	0	23	16	0	0	354	497	0	0
1-20% Black	52	62	33	39	30	18	31	33	18	20	36	28	73	99	1622	1715
21-48% Black	54	58	41	39	19	21	29	32	27	21	30	29	99	286	645	740
51-98% Black	57	57	36	38	22	26	38	38	20	17	26	24	274	359	200	138

Table 3-3

Real Leaders in School

Racial Composition of Schools	ATHLETES				STUDENTS WITH GOOD GRADES				STUDENT COUNCIL MEMBERS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	20	7	0	0	23	26	0	0	35	40	0	0	875	914
Other all White	0	0	30	18	0	0	24	30	0	0	22	25	0	0	486	618
Southern all Black	12	6	0	0	33	44	0	0	35	28	0	0	421	577	0	0
Other all Black	19	11	0	0	27	37	0	0	24	27	0	0	683	975	0	0
1-20% Black	30	14	23	11	40	32	27	32	19	32	23	25	125	145	2522	2595
21-48% Black	26	17	14	9	30	38	27	30	27	25	27	26	179	506	961	1120
51-98% Black	22	12	15	8	32	34	42	45	25	27	21	28	498	626	289	216

White non-leaders are more likely to say "no" they do not want to be leaders or that they "don't care" about belonging to a leading group in their school than are the black non-leaders. White females attending interracial schools are somewhat more likely not to want to be leaders than are white males in these schools, and white males are somewhat more likely not to care than are white females. Among black students in the interracial schools, the pattern is less clear. In the 1-20% black schools more of the black males respond "no," but more females respond "don't care." In the 21-48% black schools the percentages of black males and females responding "no" are about the same, but more males than females respond "don't care." In the remaining group of interracial schools both black males and females show larger percentages responding "no" as opposed to the "don't care" response.

The questionnaire contained eight descriptions of common student types (see appendix, item 11, page 3 for complete list). Respondents were to select the one type of student which best described the real leaders in their schools. Table 3-3 shows the breakdown of responses for the three types chosen most often. With several exceptions, the type of students considered to be leaders chosen most often was "students who get good grades."

Interestingly, the percentages of both black and white females who saw "athletes" as school leaders are quite low. The percentages of males who so view athletes exceed those of the respective females within each group of schools.

As was mentioned earlier, the most frequently chosen student type was "students with good grades." In all but one case, females' percentages exceed those of males and this holds for both races. The largest difference in the male and female percentages appears in the all black schools where this difference is 10% in both all black groups of schools. Considering the percentages by race, the percentages in the all black schools exceed those in the all white schools. In the interracial schools the black percentages are in excess of the white ones in all but the 51-98% black schools where the reverse appears. As the proportion of black students attending these schools increases, the percentages of black females, white males, and white females increase, whereas the black males' percentage indicating school leaders are students who get good grades decreases.

Considering the percentages of the groups of students who indicate the "real leaders" in their schools are the student council members, it is apparent that in most cases girls are more likely than boys to make this choice. As the interracial schools become more black, these percentages show little change in either direction, and these changes are not consistent with race or sex.

As was noted earlier, males among the participating students are more likely than females to consider athletes to be the real leaders in their schools. Black females who so view athletes exceed white females in the interracial schools, but the reverse appears when the segregated schools are examined. As the interracial schools

Table 3-4

Requirements for Popularity

Racial Composition of Schools	SPECIAL TALENT				SHARP DRESSER				GOOD GRADES				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	24	13	0	0	35	23	0	0	23	24	0	0	868	924
Other all White	0	0	22	11	0	0	28	25	0	0	22	26	0	0	485	629
Southern all Black	30	18	0	0	28	15	0	0	31	41	0	0	420	588	0	0
Other all Black	30	16	0	0	41	23	0	0	29	31	0	0	693	990	0	0
1-20% Black	30	14	25	13	33	28	33	31	19	25	24	29	128	145	2489	2604
21-48% Black	29	16	23	14	42	27	36	26	25	30	23	32	178	508	951	1124
51-98% Black	25	15	15	11	38	23	35	24	28	25	21	26	495	636	288	222

Table 3-5

Requirements for Popularity (Cont'd)

Racial Composition of Schools	ACTIVE IN SCHOOL ACTIVITIES				BE GOOD ATHLETE				HAVE GOOD REPUTATION				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	41	45	0	0	29	6	0	0	68	86	0	0	868	924
Other all White	0	0	36	43	0	0	31	9	0	0	64	83	0	0	485	629
Southern all Black	38	45	0	0	30	7	0	0	52	74	0	0	420	588	0	0
Other all Black	36	39	0	0	36	9	0	0	59	82	0	0	693	990	0	0
1-20% Black	30	30	34	44	48	10	33	6	60	79	64	84	128	145	2489	2604
21-48% Black	33	38	30	34	35	14	29	6	66	82	67	86	178	508	951	1124
51-98% Black	33	32	20	26	37	9	30	5	62	80	59	89	495	636	288	222

become more black, the percentages of both black and white students decline with males showing more of a drop than females.

The remaining descriptive categories of possible school leaders were cited in most cases by 10% or less of each group of students as being the real leaders in their schools.

The questionnaire administered to the participating high school seniors included an item which asked, in effect, how one attains popularity in their groups. The respondents were to select as many of the listed "aids to popularity" as they felt applied in their own school situation. Tables 3-4 and 3-5 show the breakdown of these selections.

There is some evidence to suggest that "have a good reputation" is given two entirely different connotations by youth. The differences in definition are determined by the class status of youth. Middle class youth, in general, apply the usual definition. For them a person described as having a good reputation is honest, can be trusted, and his behavior is above reproach. Among females, having a good reputation has an additional connotation, that of being a "good girl," not "fast" with respect to sexual behavior. Among middle class youth or youth who adhere to middle class values and mores, a person who has a good reputation behaves in a manner consistent with middle class values and mores.

Lower class youth, especially ghetto blacks, apply "have a good reputation" or a "rep" to persons they would describe as being "cool," brave, strong, daring, and known to get away with law breaking behavior or acts. Males are more likely to be so described than are females. A good reputation among lower class females is more likely to be close to the middle class definition.

Regardless of the definition in operation, "having a good reputation" is viewed by all of the participating students as being the most important factor contributing to or necessary for popularity in their schools. With one exception, females, both races, show percentages ranging from 83% to 89%. The exception appears in the southern all black schools where 74% of the females selected "having a good reputation." The males' percentages are somewhat lower than those of the females, these ranging from 52% to 66%. Within each group of schools, males and females (same race) show a variation of twenty or more percentage points.

The percentages of the students attending interracial schools who selected "having a good reputation" as important to the achievement of popularity in their schools are quite similar when they are viewed by race and sex. The white males show percentages that are slightly larger than those of the black males within schools with the same racial composition (1-20% black and 21-48% black schools), whereas the reverse of this appears in the 51-98% black schools. Here, 62% of the black males, as compared with 59% of the white males, see "a good reputation" as important for popularity. The white females' percentages are somewhat larger than those of the black females within each

group of interracial schools. The largest variation in these percentages appears in the 51-98% black schools where 89% of white females see "good reputation" as important for popularity as compared with 80% of black females.

As the population of the interracial schools includes more black students and less white students, the percentages of white females who selected "good reputation" as important to becoming popular increase, although the increase in only five percentage points. The remaining students' percentages show an "up and down" pattern. Each of these groups of students show an increase in their percentages in the 21-48% black over the 1-20% black schools, however, the percentages drop in the 51-98% black schools to a level below that in the 21-48% black schools, and, in the case of the white males, a level below that shown for them in the 1-20% black schools.

While the percentages of each group of students choosing the remaining listed "things" important for popularity are much smaller than those selecting "good reputation," a similar pattern in the selections is shown. For each "thing," the variations in the percentages are more likely to occur when male and female responses are examined rather than when black youth are compared with white youth. Within each group of interracial schools, the percentages of black and white males are similar as are those of black and white females.

Males, both races, are more likely than are females to select the following "things" as important for popularity: "special talent," "sharp dresser," "have car," "athlete," and "have money." "Have car" shows significant variation in the percentages by sex. Within each group of schools, the males' percentages are two to three times larger than those of the respective females. In this case, white males see having a car as more important for popularity than do black males, but black females in interracial schools see having a car to be somewhat more important than do the white females attending the same schools.

Females of both races tend to view "good grades," "active in school activities," "belong to local youth groups," and, as mentioned previously, "have a good reputation" as being important for popularity more so than do males. In most cases, the variations in the percentages by sex are not large.

As was noted earlier, the variations by race are not large, there being, in most cases, more similarity by sex. However, in the case of "good dancer," the males' and females' (same race) percentages are quite similar with the variations appearing by race. Black males and females are more likley than are white males and females to regard "being a good dancer" as important in being popular.

It is apparent, then, that while there are some variations in the percentages of students selecting "things" required for popularity by race, the more notable variations are those by sex.

Participants in this study were given five types of personal achievement common to students. The questionnaire item was phrased

Table 3-6

Type of Person Most Like to Be

Racial Composition of Schools	BRILLIANT STUDENT				ATHLETIC STAR				MOST RESPECTED BY THE TEACHERS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	31	21	0	0	17	1	0	0	28	42	0	0	895	928
Other all White	0	0	32	24	0	0	21	2	0	0	23	37	0	0	507	643
Southern all Black	42	46	0	0	14	2	0	0	32	39	0	0	421	588	0	0
Other all Black	44	46	0	0	20	2	0	0	26	35	0	0	693	1004	0	0
1-20% Black	37	45	31	28	28	1	25	1	19	33	24	33	129	147	2566	2640
21-48% Black	46	50	36	32	21	2	18	1	19	33	27	36	182	515	979	1145
51-98% Black	42	44	29	30	18	2	25	0	26	35	29	42	505	646	293	226

as follows: "If you could be any one of the five things below which one would you most want to be?" They were to choose one from among: "brilliant student," "most popular student," "athletic star," "leader in school activities," and "most respected by the teachers." Table 3-6 shows the responses for three of the above descriptions.

All of the black students (males and females) indicated they would most like to be "brilliant students." This held for black students in all black schools as well as those attending interracial schools. White males also said they most want to be "brilliant students," however, their percentages are somewhat lower than those of the black males. White females in all of the schools indicate they would most like to be "most respected by the teachers."

White students are more likely to want to be "most popular student" than are black students, and white females tend to indicate this more often than do white males. As would be expected, males indicated they would like to be "athletic stars" more often than did females. The percentages of the black and white males are quite similar. Being a leader in student activities was favored by rather small percentages of the students. The larger percentages here (not over 23%) appear among the white females.

The percentages of both the black and white students attending interracial schools who would most like to be "brilliant students" show an "up and down" pattern as the proportion of black students in these schools increases. That is, percentages appearing in the 21-48% black schools exceed those in the 1-20% black schools, while those in the 51-98% black schools are somewhat smaller than those in the 21-48% black schools. Only the white males show a percentage in the 51-98% black schools which is smaller than that in the 1-20% black schools, a variation of two percentage points. Interestingly, the percentages of black and white students in the interracial schools who want to be "most respected by the teachers" show increases as these schools become more black.

Participating youth were asked to indicate where their closest friends attended school--the same school the respondents were attending, other schools, or not attending school. Table 3-7 shows the breakdown of these responses by race, sex, and racial composition of the schools attended by the respondents.

As would be expected, the majority of each group of students indicate their closest friends attend the same schools they do. These percentages show a range from 63% for the white females in the 51-98% black schools to 89% for the black females attending southern all black schools. The percentages show very little variation by sex, although the white students tend to show more of such variation with the females' percentages exceeding the males'.

The percentages of black and white students attending segregated schools are similar to one another, same sex, when compared by race. Some variation in the percentages by race does occur within the interracial schools. Here, the percentages of the white females whose

Table 3-7

Where Closest Friends Attend School

Racial Composition of Schools	SAME SCHOOL				OTHER SCHOOL				OTHERS NOT IN SCHOOL				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	84	86	0	0	10	7	0	0	6	7	0	0	897	934
Other all White	0	0	80	83	0	0	13	9	0	0	7	8	0	0	508	638
Southern all Black	84	89	0.	0	9	6	0	0	7	5	0	0	425	589	0	0
Other all Black	77	77	0	0	10	10	0	0	13	13	0	0	694	997	0	0
1-20% Black	76	75	80	82	13	9	12	9	11	16	8	9	126	148	2588	2651
21-48% Black	78	75	70	80	17	13	18	10	5	13	11	10	180	517	991	1149
51-98% Black	74	78	63	78	15	11	22	9	11	11	16	13	509	647	291	226

friends attend their schools are somewhat in excess of the black females within the same group of schools. However, the variations in the percentages are not large. As the percentage of black students within the interracial schools increases, the percentages of white students whose friends attend the same school decrease with the larger decrease being among the males. Black females show a slight increase in their percentages, whereas the black males' percentage increases in the 21-48% black schools over that in the 1-20% black schools and then drops to 74% in the 51-98% black schools or two percentage points less than the 76% appearing in the 1-20% black schools.

Concerning those who indicated their closest friends attend other schools, males are more likely to have such friends than are females. The variation in these percentages, by sex, is greater for white students than for black students, especially in the 51-98% black schools where the white males' percentage is 22% as compared with 9% for the white females. In the interracial schools, the changes in the percentages as these schools become more black are small for each group with the exception of the white males. Here, there is an increase of ten percentage points.

The percentages of each group of students who indicate their closest friends are not in school are rather small, 16% being the largest percentage. These percentages are not unusual in that the respondents are high school seniors and, as such, would have friends who being a year or so older than themselves had graduated from the same or another high school. These percentages would include friends who had dropped out of high school. The females' percentages could also include boy friends, since girls often date boys older than themselves.

With one exception, the percentages of the males and females, same race, are similar. The exception appears in the 21-48% black schools where more than twice as many black females have out of school friends as do black males. As the proportion of black students in the interracial schools increases, the percentages of white students whose closest friends are out of school increase while those of the black females decrease. However, these are rather small changes in the percentages. Black males show a different pattern; here, their percentage decreases by half in the 21-48% black schools and then returns to 11% in the 51-98% black schools.

The participating students were asked to indicate how often they date by choosing from among the given terms the one that best describes the frequency of their dating. Table 3-8 shows the breakdown of responses chosen most often.

The largest percentage for each group of students appears in either the "once a week" or "more than once a week" categories. White females in both all white and interracial schools are much more likely to date more than once a week than are white males or black males and females. It should be noted that while white males show their largest percentages in the "once a week" category, still

Table 3-8

Dating Frequency

Racial Composition of Schools	TWO TO THREE WEEKS				ONCE A WEEK				MORE THAN ONCE A WEEK				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	15	11	0	0	30	25	0	0	32	40	0	0	898	919
Other all White	0	0	18	15	0	0	27	24	0	0	21	33	0	0	515	643
Southern all Black	21	21	0	0	41	40	0	0	16	14	0	0	426	588	0	0
Other all Black	21	16	0	0	31	39	0	0	24	24	0	0	708	1008	0	0
1-20% Black	19	14	17	12	38	45	28	25	19	16	22	36	131	146	2605	2664
21-48% Black	24	19	17	14	32	34	30	26	14	20	24	37	183	524	996	1148
51-98% Black	21	17	17	11	34	34	28	25	19	27	28	39	513	649	297	226

they do tend to date "more than once a week" more so than black students. Girls do tend to date more frequently than do boys, due at least partly to the fact that generally the girl is "treated" so only her time really limits her dating, whereas since the boy pays, his financial resources determine his dating frequency.

White males and females are much more likely to indicate they date more than once a week than are the black males and females regardless of the school's racial composition. In the interracial schools, the percentages of all but the black males increase as the enrollments in these schools become more black.

Black females in the interracial schools indicate they date once a week more so than do the black males, while the reverse of this pattern appears for the white students in these schools. As the interracial schools become more black, the percentages of the black students dating once a week decrease with the males showing the larger decrease. White students show virtually no change in their percentages as the interracial schools become more black, although the males' increase somewhat in the 21-48% black schools.

The percentages of the groups of students indicating that they never date are small, none being over 10% of each group of students. Generally speaking, most high school students do establish dating relationships well before their senior year so that one would expect the percentages of seniors who never date to be small. The percentages of same race males and females within each group of schools are quite similar, although small variations by sex do appear in the interracial schools among the white students. Here, the males' percentages are slightly in excess of the females. The percentages in the interracial schools show little change as the enrollments in these schools become more heavily black. The black females do show a 5% decrease, but the remaining percentages show small fluctuations with little overall change.

The remaining three categories, "less than once a month," "about once a month," and "every 2-3 weeks," show fairly small percentages with the larger percentages appearing in the "every 2-3 weeks" category. Here, males, black and white, indicate they date once "every 2-3 weeks" more often than do females, both races. Black males and females are more likely to date once in 2-3 weeks than are white males and females, but the variations in these percentages are not large. As the interracial schools become more black, the white females show a very slight decrease in their percentages--one percent--and white males show no change. The black students, however, while showing relatively minor changes in the percentages, do show the "increase-decrease" pattern, i.e., their percentages increase in the 21-48% black schools and then decrease in the 51-98% black schools.

Table 3-9 shows the affirmative responses to the question, "Are you going steady now?" With one exception, the percentages of females indicating they are going steady exceed those of males. The exception occurs in the southern all black schools where 43% of the

Table 3-9

Go Steady

Racial Composition of Schools	YES				N's			
	Black		White		Black		White	
	M	F	M	F	M	F	M	F
	%	%	%	%				
Southern all White	0	0	30	33	0	0	896	919
Other all White	0	0	26	35	0	0	514	641
Southern all Black	43	39	0	0	421	584	0	0
Other all Black	43	49	0	0	699	1003	0	0
1-20% Black	34	50	25	35	128	147	2605	2688
21-48% Black	36	44	31	37	182	521	998	1152
51-98% Black	43	48	30	43	504	653	296	227

Table 3-10

Preferred Date

Racial Composition of Schools	SCHOOL LEADER				MOST POPULAR				MOST RESPECTED BY TEACHERS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	23	35	0	0	43	20	0	0	19	24	0	0	879	916
Other all White	0	0	18	26	0	0	50	25	0	0	15	21	0	0	493	638
Southern all Black	17	17	0	0	25	16	0	0	35	44	0	0	423	584	0	0
Other all Black	18	22	0	0	36	20	0	0	24	30	0	0	682	981	0	0
1-20% Black	21	22	22	30	43	22	43	18	16	23	17	22	129	147	2508	2617
21-48% Black	24	19	19	24	32	20	43	23	22	31	21	23	176	501	935	1118
51-98% Black	23	21	12	17	33	23	59	23	22	30	16	33	494	630	284	219

males go steady as compared with 39% of the females. Black students, regardless of the racial composition of their schools, are more likely to be going steady than are white students. As black students become the majority race in the interracial schools, the percentages of the black males, white males, and females who go steady show increases. Black females, on the other hand, drop from 50% in the 1-20% black schools to 46% in the 21-48% black schools, rising again in the 51-98% black schools to 48% which is still below the level in the 1-20% black schools.

These high school seniors were asked to indicate which of a list of student types they would most prefer to date. Table 3-10 shows the percentages of each group of students whose most preferred date would be "school leader," "most popular student," or "the student most respected by the teachers." (See appendix, item 14, Page 3 for complete list.)

With one exception, the white females would prefer to date a boy who was a school leader. The exception is the white females attending 51-98% black schools who indicate their most preferred date would be a boy who was most respected by the teachers. White males, on the other hand, would most prefer to date the most popular girl in their schools. Interestingly, these percentages are quite large, forty-two percent to fifty-eight percent (42-58%) more so than are the percentages of the white females' preferred category, and this holds within each group of schools having white students.

The pattern of the black males' percentages is similar to that of the white males. They, too, would choose to date the most popular girl in their schools, but the percentages here are somewhat smaller than those of the white males, and there is one exception. Black males in the southern all black schools would prefer to date a girl who was most respected by the teachers. All of the black females, regardless of the racial composition of the schools they attend, indicate their most preferred date would be a fellow who was most respected by the teachers.

It is interesting to note that black and white males show a good deal of similarity in their dating preference--both groups being more likely to choose a "most popular" date than any of the other categories. The females, however, do not show this similarity in dating preference. All of the black females preferred a date who was most respected by the teachers while only one group of white females would prefer such a date. The majority of the white females would choose a school leader if the choice were theirs to make.

As would be expected, few males would choose to date a female athlete and, interestingly, few females would prefer to date a male athlete, at least in the given context, i.e., since there were other choices available, athletes were preferred by relatively small percentages of the females. It should be noted, though, that for the black females in 1-20% black schools, "athlete" and "most popular" are tied for their second most preferred date, and this percentage shows only a 1% variation when compared with the percentage of their most preferred date, "most respected by the teachers."

Table 3-11

Parents Know Friends

Racial Composition of Schools	ALL OF THEM				MOST OF THEM				SOME OF THEM				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	17	28	0	0	61	63	0	0	21	8	0	0	897	932
Other all White	0	0	21	30	0	0	57	60	0	0	19	9	0	0	454	535
Southern all Black	9	23	0	0	57	61	0	0	33	15	0	0	410	576	0	0
Other all Black	10	20	0	0	58	62	0	0	30	17	0	0	580	921	0	0
1-20% Black	20	28	20	31	54	58	62	59	25	13	17	9	124	144	2534	2636
21-48% Black	8	21	15	33	63	66	64	56	27	12	19	9	180	502	989	1149
51-98% Black	7	17	17	27	61	64	57	63	31	18	24	10	472	634	294	224

A consideration of those date categories that were chosen most often in terms of the changes in the percentages as the interracial schools become more black show some differing patterns by race. The black males and females in these schools show an increase in their percentages within the "most respected by teachers" category as do white females. The white males, however, show an increase in their percentage, and then it drops off again in the 51-98% black schools to a level only slightly below that in the 1-20% black schools. In the "school leader" category, the white males' percentages decrease by close to half as these schools become more black, whereas the black males' percentage increases somewhat. The white females also show a decrease of almost half, but the white males show virtually no change.

In summary, then, it appears that the dating preferences of the questioned high school seniors show variations by both race and sex. Males, both races, prefer to date popular girls while black females prefer to date boys most respected by the teachers. White females, on the other hand, prefer to date school leaders.

A questionnaire item dealing with the respondents' parents asked them to indicate whether their parents know all, most, some, or none of their friends. Table 3-11 gives the breakdown of the responses expressed as percentages of each group of students by race, sex, and racial composition of the schools who indicate their parents know all, most, or some of their friends. Less than 5% of each group said their parents know none of their friends.

The largest proportion of each group of students indicates their parents know most of their friends. With two exceptions, black and white females are more likely to say their parents know most of their friends. The exceptions appear among white youth attending 1-20% and 21-48% black schools. With respect to race, the pattern is less consistent with black responses exceeding white responses in some cases and the reverse in others. It should be noted, however, that in an examination of same sex groups, the percentages are similar for black and white youth. Among youth attending interracial schools, the likelihood that their parents will know most of their friends increases for all but white males whose trend is in the opposite direction.

In general, the percentages of each group of students indicating their parents know all of their friends are fairly low, although three groups of white females show one-third or close to one-third of their numbers so indicating. Females are more likely to indicate their parents know all of their friends than are males. This holds among black and white youth regardless of the racial composition of the schools. It is probable that this reflects stricter parental supervision of daughters' activities and more freedom allowed sons. Then, too, females are more likely to bring friends home, etc., or be required to do so than are males who may engage in a variety of activities far removed from their homes and with which parents have little to no contact.

Table 3-12

Parents' Rules

Racial Composition of Schools	CURFEW				AMOUNT OF DATING				AGAINST DATING CERTAIN PEOPLE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	48	73	0	0	14	32	0	0	14	38	0	0	893	926
Other all White	0	0	47	62	0	0	11	22	0	0	17	32	0	0	451	538
Southern all Black	53	80	0	0	11	41	0	0	17	48	0	0	413	578	0	0
Other all Black	52	77	0	0	8	36	0	0	16	43	0	0	579	931	0	0
1-20% Black	49	77	48	63	6	35	11	93	18	46	16	38	125	142	2530	2630
21-48% Black	45	75	46	63	8	36	12	25	12	43	17	45	180	502	983	1150
51-98% Black	44	72	53	69	8	31	8	30	16	33	16	42	477	636	290	225

Table 3-13

Parents' Rules (Cont'd)

Racial Composition of Schools	SMOKING AT HOME				RUNNING WITH CERTAIN GROUPS OF KIDS				USING THE FAMILY CAR				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	29	29	0	0	43	41	0	0	33	28	0	0	893	926
Other all White	0	0	33	34	0	0	42	37	0	0	44	29	0	0	451	538
Southern all Black	38	35	0	0	67	58	0	0	24	13	0	0	413	578	0	0
Other all Black	32	41	0	0	64	57	0	0	31	11	0	0	579	931	0	0
1-20% Black	34	41	35	36	59	63	44	43	28	14	37	30	125	142	2530	2630
21-48% Black	23	44	31	36	63	57	49	49	23	16	31	27	180	502	983	1150
51-98% Black	27	30	24	27	60	53	49	51	22	9	22	20	477	636	290	225

Parents of white males are more likely to know most of their sons' friends than are black parents. With one exception, the responses of white males are twice those of the respective black males. The relationship between black and white female responses is similar, although the variation in the black/white percentages is less. As the proportion of black youth attending interracial schools increases, the likelihood that both black and white parents know most of their children's friends drops off. The downward trend is especially apparent among black males.

While the percentages of each group of students indicating their parents know some of their friends are not large, males are more apt to so indicate than are females. This holds for both races in both segregated and interracial schools. One-quarter to one-third of each group of black males say their parents know some of their friends which contrasts with less than a quarter of each group of white males so indicating. While black females are less likely than black males to indicate their parents know some of their friends, these responses do exceed those of white females regardless of the schools with respect to their racial composition. Parents of both black and white youth attending interracial schools become more likely to know some of their children's friends as these schools have larger proportions of black students.

Youth queried in the study were given a list of "things" about which parents often have rules (see questionnaire in appendix for complete list). They were asked to indicate those "things" for which their own parents had rules.

Tables 3-12 and 3-13 show the responses for those "things" which the students indicate most often or which show an interesting pattern with regard to the sex of the respondents. Those categories which show substantial differences in the male/female percentages reflect a traditional tendency on the part of parents to be more strict with daughters than with sons. Parents, as the tables show, are more likely to have rules for daughters concerning hour at which to be home at night, amount of dating, and whom they can or cannot date. In general, boys are allowed substantially more freedom in these areas.

The percentages of females indicating their parents have rules about when they should be home at night are, of course, larger than those of males, and this holds in all the schools for both races. Interestingly, black females exceed the respective white females within segregated and interracial schools. As the interracial schools become proportionately more black, black parents are less likely to have rules about when their sons and daughters come home at night, whereas among white youth in these schools the reverse occurs.

The pattern of responses for parents' rules concerning amount of dating conforms to the previously mentioned practice, i.e., parents tend to be more strict with daughters than with sons. Parents of daughters here are two to four times more likely to have rules concerning the amount of their daughters' dating than are parents of the

respective males. White females attending 1-20% black schools indicate their parents have such rules more than eight times more often than do white males in the same schools. With this exception: the black females' percentages exceed those of white females. Black and white males show more similarity in their responses, although white males' parents are somewhat more likely to have rules on dating for them. As the interracial schools become populated to a larger extent by black youth, all but parents of black males tend to be less likely to attempt control of their children's dating frequency.

The third area in which parents of the respondents tend to be quite traditional in being somewhat more lenient with respect to rules for male offspring is having rules about dating certain people. It should be noted that while the percentages here are not large, those for females are substantially larger than those for males. The percentages of black and white males who indicate their parents have rules about not dating certain people are quite low and similar within comparable groups of schools. Females, both races, show percentages greater than those of the respective males as mentioned earlier, but in a comparison of segregated schools, black females show percentages of their numbers substantially larger than those for the respective white females. This holds in the 1-20% black schools, whereas a contrary pattern appears in the remaining groups of interracial schools. As the racial composition of these schools shifts in the direction of becoming more black, males, both races, show virtually no change in their percentages, but black females show a downward trend. White females show an increase-decrease pattern, although the overall trend is upward.

At least one-quarter to one-third of each group of students indicate their parents have rules about smoking at home. With one exception, females are somewhat more likely to have parents who make such rules than are males, although the females' percentages exceed those of the respective males by very small differences. The responses show no consistent pattern when examined by race. Also, the responses for youth attending segregated schools are similar to those of youth in interracial schools. As the proportion of black students in interracial schools increases, the responding youth indicate their parents are less likely to have rules about smoking at home. This downward trend is apparent for both races and sexes in these schools.

The responses indicating the queried youth have parents who make rules about "running" with certain types of kids are interesting. The percentages are substantial with only one group, white females in other segregated schools, showing less than 40% of their number citing this category as one about which their parents have rules.

Black parents are more likely to make such rules for their children than are white parents, and this holds regardless of the racial composition of the schools attended by black youth. In most instances, males indicate their parents have such rules more often than do females, and this holds for both races and within segregated and interracial schools. As the interracial schools become predominately black, parents of white students are more likely to have

rules concerning the type of people their sons and daughters "run with," whereas parents of black females are less likely to have such rules. Black males show little change in their percentages.

The final "thing" about which parents often make rules for which percentage breakdowns of the responses are shown in Table 3-13 is use of the family car. The differentiation in male/female responses (same race) for segregated and interracial schools shows an expected pattern. Male percentages exceed those of respective females in each group of students. It is probable that parents are more apt to impose rules on use of the car on their sons more so than their daughters because boys use the car more and/or have a more pressing need for such use. Boys require a car to pursue their social life, whereas girls do not since, in general, the boy provides transportation for his date, be it the car or otherwise.

All of the male percentages are fairly low; the highest is 44%. This more likely reflects a lack of parental rules rather than lack of a car, although the latter undoubtedly has some effect here. The respondents live in urban areas, so it is conceivable that some of the respondents' families do not own cars. By the same token, the larger male percentages which appear in all white schools and those that are 1-20% black reflect more parental rules (or need for them) and more cars.

The responses in the interracial schools show an interesting pattern, especially among females. Here, white females are twice as likely to indicate their parents have rules concerning use of the family car than are black females. As black youth become the majority race in these schools, both their parents and those of white students become less apt to have rules with regard to the family car.

Participating high school seniors were asked to indicate which one of the following situations would make them most unhappy: If my mother, father, friends, sister, brother, or teachers did not like what I did. Table 3-14 gives the percentage breakdown for respondents who indicated "mother" or "father" to the question above. These categories showed the largest percentages of each group of students citing them. "Friends" showed the third largest percentages for each group with the remaining categories (siblings and teachers) receiving percentages no larger than 7% of any group and most being around 2%.

Clearly, then, participating students would be most unhappy if they should displease their parents in some manner. Displeasing mother is much more likely to cause unhappiness on the part of these youth than would displeasing father. Among both black and white students, females are more likely to cite displeasing mother as a cause of their unhappiness than are males. This holds for students attending both segregated and interracial schools. Black males tend to cite mother's displeasure with them as a cause of their unhappiness more often than do respective white males. The same is true among females. In each case, black males and females show percentages 20% or more in excess of the respective white males and females.

Table 3-14

Cause Unhappiness

Racial Composition of Schools	IF MY MOTHER DID NOT LIKE WHAT I DID				IF MY FATHER DID NOT LIKE WHAT I DID				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	52	64	0	0	26	20	0	0	769	847
Other all White	0	0	42	59	0	0	37	22	0	0	355	485
Southern all Black	78	87	0	0	8	6	0	0	364	540	0	0
Other all Black	77	81	0	0	12	10	0	0	427	722	0	0
1-20% Black	65	80	46	61	15	9	32	21	100	119	2070	2310
21-48% Black	74	82	51	62	14	11	28	22	145	408	794	975
51-98% Black	76	81	49	62	10	10	27	21	381	538	219	199

Within the interracial schools, both black and white males and females tend to indicate displeasing their mothers would cause them to be most unhappy to an increased extent as these schools have larger proportions of black students. However, the increase is not large except among black males where it is ten percentage points.

While both black and white students are less likely to indicate their causing their fathers to be displeased with them would cause them to be most unhappy, the variation in the percentages citing father as compared with mother are most dramatic among black students regardless of sex or racial composition of their schools. The percentages of white students citing mother are two or three times greater than those citing father, whereas among black students their percentages citing mother are seven to close to nine times greater than those citing father.

Males of both races are somewhat more likely to indicate displeasing their fathers would cause them the greatest unhappiness than are females with the differences between male and female responses being slightly larger among white students. White students, males and females, are more likely to be unhappier when their behavior displeases their fathers than are black students with the white percentages being two to three times greater than those for black students within each group of schools by racial composition.

Males, black and white, attending interracial schools show decreases in the percentages of their numbers indicating displeasing their fathers would cause them to be most unhappy as black students become the majority race in these schools. Females, on the other hand, show virtually no change in their percentages.

The larger proportion of black students citing displeasing mother and white students citing father here is in all probability due to the fact that black students in this sample are more likely than are white students to have no fathers in their homes. (See Chapter 2.)

Examination of Tables 3-15 and 3-16 shows the high school seniors in the study sample to view their lives in a positive light. The questionnaire item listed a number of statements about the lives of youth to which the respondents were to agree or disagree (see questionnaire, item 63 in appendix). The statements were phrased in a manner such that to agree or disagree would indicate satisfaction with one's life or alienation, i.e., powerless, outside of things, misunderstood.

The statements for which percentage breakdowns of the "agree" responses are given in Tables 3-15 and 3-16 are those to which overwhelmingly large percentages of each group of students by race, sex, and racial composition of the schools indicated they agreed. These would strongly suggest that as a group these students have positive self-images, consider themselves to function well with people, and be positive with regard to their school experiences.

Very nearly all of each group of students consider themselves to be persons of worth and on an equal plane with others. The percentages

Table 3-15

Life's Problems

Racial Composition of Schools	I FEEL EQUAL TO OTHERS				ENJOY BEING WITH PEOPLE				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	95	94	0	0	93	95	0	0	847	902
Other all White	0	0	94	94	0	0	93	94	0	0	434	519
Southern all Black	91	91	0	0	92	96	0	0	374	545	0	0
Other all Black	90	93	0	0	91	93	0	0	505	850	0	0
1-20% Black	88	93	94	93	87	94	92	95	114	133	2441	2562
21-48% Black	92	92	93	93	90	92	91	95	166	457	940	1115
51-98% Black	93	92	94	95	91	93	91	93	440	600	283	219

Table 3-16

Life's Problems (Cont'd)

Racial Composition of Schools	I AM INTERESTED IN MY SCHOOL WORK				DON'T ENJOY SCHOOL WORK BUT DO IT				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	72	86	0	0	62	40	0	0	847	902
Other all White	0	0	64	75	0	0	63	49	0	0	434	519
Southern all Black	87	91	0	0	58	43	0	0	374	545	0	0
Other all Black	82	88	0	0	59	45	0	0	505	850	0	0
1-20% Black	75	81	66	77	59	61	64	49	114	133	2441	2562
21-48% Black	87	88	68	79	56	47	65	47	166	457	940	1115
51-98% Black	85	90	69	78	58	43	63	43	440	600	283	219

here range from 88% to 95%. In each case, the responses are similar when examined by race, sex, or racial composition of the schools. Only black males attending interracial schools show a change in the responses (increase) as these schools become proportionately more black.

The pattern of response for the statement, "I enjoy being with people," is similar to the foregoing in that the percentages are very high with small variations with respect to race, sex, or racial composition of the schools. However, here, females are somewhat more likely to indicate they agree with the above statement. The percentages of white students tend to exceed those of black students. Again, black males in interracial schools show a slight increase in the percentages of their numbers agreeing with the statement as these schools become more black.

The remaining two statements for which the percentages of the responses are shown in Table 3-16 have patterns unlike the previous statements. While the percentages constitute significant proportions of each group of students, they are somewhat smaller.

In general, females tend to agree with the statement, "I am interested in my school work," more so than do males, and this holds for both races. However, the male/female percentage variations are greater among white students. Within the interracial schools the percentages of all the students agreeing with the above statement increase as the schools become more black, but black students show larger increases (10% for males and females).

Males tend to agree with the statement, "I don't enjoy school work, but I feel that I must do it in order to be able to get things I will want later," more so than do females. This holds for both races, although white males exceed white females by larger variations in the responses than do black males when compared with black females. The latter observation holds in segregated and interracial schools. As the proportion of black students attending interracial schools becomes larger, all of the students are less likely to agree that they do not enjoy school work but do it since they will need it later. All but black females show slight decreases in their percentages. This group drops from 61% to 43%.

Youth questioned in this study were asked to indicate whether they attended "most," "some," "few," or "none" of the athletic events held at their schools. Examination of Table 3-17 shows the largest percentages for any group appear among black males attending interracial or all black schools. They indicate they have attended "most" of their schools' athletic events. The majority of each group of questioned students say they have attended "most" of these events with the exception of the white females in the 21-48% and 51-98% black schools. Thirty-seven percent of each of these two groups attended "few" athletic events at their schools.

Males are much more likely to have attended "most" athletic events, and females are more likely to indicate "some" or "few."

Table 3-17

Athletic Events Attended

Racial Composition of Schools	MOST				SOME				FEW				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	45	42	0	0	36	38	0	0	15	18	0	0	903	938
Other all White	0	0	38	36	0	0	36	35	0	0	20	24	0	0	517	646
Southern all Black	58	46	0	0	24	33	0	0	15	17	0	0	425	590	0	0
Other all Black	49	43	0	0	29	31	0	0	17	22	0	0	705	1020	0	0
1-20% Black	53	42	45	43	25	32	32	35	18	22	19	18	131	148	2620	2679
21-48% Black	52	35	27	28	31	36	34	32	11	22	29	37	183	527	995	1163
51-98% Black	50	41	26	21	29	32	29	25	17	20	33	37	512	657	298	228

Table 3-18

Boys' Athletic Teams

Racial Composition of Schools	FOOTBALL		BASKETBALL		TRACK		NONE		N's	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %	Black	White
Southern all White	0	21	0	11	0	20	0	54	0	893
Other all White	0	30	0	17	0	24	0	38	0	504
Southern all Black	28	0	21	0	23	0	38	0	426	0
Other all Black	26	0	20	0	29	0	39	0	705	0
1-20% Black	45	22	32	12	45	17	21	44	132	2594
21-48% Black	33	21	28	10	33	12	29	49	181	999
51-98% Black	33	16	15	7	34	7	31	56	513	296

In the interracial schools females are somewhat more likely to indicate "none," especially white females, than are males. These variations by sex hold, in general, for both races.

As the proportion of black students attending interracial schools increases, the percentages of black and white students, both males and females, who have attended most of their schools' athletic events decrease. The decrease in these percentages is greater for white males and females than for blacks, the males dropping from 45% in the 1-20% black schools to 25% in the 51-98% black schools. The white females decrease in a similar manner.

The percentages of each group of students who have attended "none" of their schools' athletic events are small; 17% is the largest. The larger percentages appear among white youth in 21-48% black and 51-98% black schools.

To summarize, then, among the questioned high school seniors, more black males attend most of the athletic events at their schools (segregated or interracial) than do black females, white males, and females. White students attending interracial schools which are more than 20% black are more likely to have attended "few" or "none" of these events than are black students in these same schools.

The questionnaire used in this survey included a question concerning the students' participation in organized athletics in their schools. The males were asked to select from a list of athletic teams those which they had been on during their high school years. The females were asked to indicate which of a list of organized girls sports they had participated in during high school.

Table 3-18 shows the breakdown of the males' responses by race and racial composition of the schools. It is evident that black males attending interracial schools were more likely to have been athletic team members than were black males in all black schools or white males in either all white or interracial schools. The largest percentages for all the white males appear in the "none" column of Table 3-18 along with those of black males attending all black schools. The largest variation in the black and white percentages occurs in the interracial schools. Here, the white males' percentages vary from close to three to almost four times larger than those of the black males. Also, these percentages for both races become larger as the interracial schools become more heavily black.

A consideration of the particular athletic teams shows that the black males tend to be concentrated in football and track with basketball being chosen less often but with percentages not too unlike those for football and track. Interestingly, the black percentages for these three athletic teams are considerably larger in the interracial schools than in the all black schools. When the black percentages in the interracial schools are compared with those of the white males in these same schools, it can be seen that the black students' percentages are significantly larger than those of

Table 3-19

Girls' Sports

Racial Composition of Schools	VOLLEYBALL		BASKETBALL		BASEBALL		NONE		N's	
	Black	White	Black	White	Black	White	Black	White	Black	White
	%	%	%	%	%	%	%	%		
Southern all White	0	60	0	47	0	41	0	31	0	934
Other all White	0	52	0	44	0	31	0	37	0	641
Southern all Black	51	0	34	0	38	0	35	0	584	0
Other all Black	65	0	63	0	43	0	1?	0	1012	0
1-20% Black	79	60	65	51	36	39	12	29	148	2669
21-48% Black	59	43	52	37	44	32	23	36	523	1157
51-98% Black	49	38	46	35	32	32	26	43	647	228

the white students--from two to five times larger. As the racial composition of the interracial schools shifts towards more black students in these schools, the percentages of both the black and white students who were members of their schools' football, basketball, and track teams decrease.

The remaining male athletic teams, tennis, baseball, wrestling, and "other," all show small percentages for both races. The "other" athletic teams could include golf, swimming, and soccer. The percentages of the white males on "other" athletic teams are slightly larger than those of the black students. As the interracial schools become more black, the black percentages increase slightly while those of the white students show essentially no change.

In general, then, black males are more likely than white males to be on football, basketball, and track teams, whereas white males are more likely to indicate they are not on athletic teams.

Female respondents were asked to indicate if they participated in any of the listed sports (or none) during their high school years. Table 3-19 shows the breakdown of the percentages for each sport. The percentages of both black and white females who participated in volleyball and basketball are quite large. Black females show percentages somewhat larger than those of white females within each group of schools with the exception of the southern segregated schools. Here, white females exceed black ones by nine percentage points. As the interracial schools become more black, the percentages of both the black and white females who participated in volleyball and basketball decrease by 20% or more in each case.

Baseball shows sizeable percentages, and the black and white percentages are fairly close. The percentages range from 31% to 44%. As the interracial schools' black enrollment increases, the percentages of the white females decrease while those of black females show the "up and down" pattern. They show an increase in the 21-48% black schools (44%) over the 1-20% black schools (36%) and then drop to 32% in the 51-98% black schools.

White females tend to indicate that they did not participate in sports while in high school more so than do black females, although the percentages of black and white students in the segregated schools are close (35%-black, 31%-white). In the interracial schools the percentages are significantly larger than those of the black students. As these schools become more black, both black and white females are less likely to participate in organized school sports.

The remaining sports, track, tennis, and swimming, all show rather small percentages of students indicating their participation in them. Swimming shows the largest percentages for the three sports, and these, 30% black and 34% white, appear in the 21-48% black schools.

It is interesting to note that the white males' percentages indicating they have not been on school athletic teams are larger than are the white females' indicating non-participation in school sports.

Table 3-20

Attendance at School Activities (non-athletic)

Racial Composition of Schools	MOST				SOME				FEW				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	32	42	0	0	34	35	0	0	29	21	0	0	905	939
Other all White	0	0	26	35	0	0	33	34	0	0	34	27	0	0	519	644
Southern all Black	33	35	0	0	37	41	0	0	25	20	0	0	428	590	0	0
Other all Black	27	32	0	0	38	37	0	0	30	28	0	0	711	1019	0	0
1-20% Black	15	16	24	38	38	37	34	36	36	41	33	21	130	150	2624	2683
21-48% Black	30	32	19	[illegible]	34	39	33	35	28	23	37	28	183	526	1003	1165
51-98% Black	30	38	17	25	35	34	23	31	27	23	42	33	513	653	298	226

However, in the case of males, being on a school team involves a particular athletic ability, "making the team," whereas participation in girls' sports doesn't necessarily involve superior ability in the particular sport. Often, participation is open to all who desire it.

The participating high school seniors were asked to indicate whether they had attended "most," "some," "few," or "none" of their schools' events such as concerts, dances, and shows. Interestingly, there are no clear "high percentages." The responses to the question (Table 3-20) are rather evenly spread in the "most," "some," and "few" categories. All of the responses comprise no more than 41% of any group of students. In general, more of the females tend to have attended 'most' or 'some' of these events more so than the respective males. White students show more variation by sex than do black students, i.e., their percentages are similar.

The percentages of the black students attending interracial schools who have attended 'most" of the dances, etc. in their schools increase significantly as the black students become the majority race in these schools. The percentages for the black males and females in the 51-98% black schools, 33% and 38%, are twice as great as those in the 1-20% black schools, 15% and 16%. The white males' and females' percentages, while larger than those of the black students in the 1-20% black schools, decrease as the schools become more black.

Considering the "some" and "few" categories, the percentages of the black and white students in the interracial schools who indicate they attend "some" of their schools' athletic events decrease as the proportion of black students in these schools increases. A similar pattern appears among the black students in interracial schools who checked "few." The white students attending these same schools and who marked "few" show increases in their percentages as the racial composition of the interracial schools becomes more heavily black.

Considering the "none" responses, males tend to indicate they have not attended any of their schools' non-athletic events more so than do females, and this holds for both races. However, all of these percentages are small, none being over 17%. This latter percentage appears for white males attending schools where the enrollment is 51-98% black. As the interracial schools become more black, the percentages of the black students who have not attended any of the dances, etc. in their schools decrease very slightly by close to 3%, whereas in the case of white students attending these schools, their percentages increase; in fact, they double.

The questionnaire contained an item which required the respondents to indicate from the listed outside of school activities those in which they participate. Table 3-21 shows the percentages of each group selecting part-time job, sports or games, and hobbies. The black males and females are more likely than are the white males and females to be active in neighborhood clubs, sports, church sponsored clubs, and political activities. White males and females tend to hold part-time

Table 3-21

Activities Outside of School

Racial Composition of Schools	PART-TIME JOB				SPORTS OR GAMES				HOBBIES				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	52	30	0	0	49	28	0	0	49	49	0	0	896	931
Other all White	0	0	50	37	0	0	44	27	0	0	45	43	0	0	452	533
Southern all Black	47	25	0	0	55	26	0	0	40	53	0	0	414	579	0	0
Other all Black	44	28	0	0	53	33	0	0	36	48	0	0	480	918	0	0
1-20% Black	44	34	55	40	69	41	56	34	35	51	49	52	124	144	2527	2632
21-48% Black	39	29	52	37	61	33	51	28	36	49	44	49	180	499	985	1145
51-98% Black	46	31	50	44	63	30	56	22	37	50	45	40	471	638	292	221

jobs to a greater extent than do black males and females. All of the percentages are rather high here, the lowest being 25% of the females attending southern all black schools. Also, both the black and the white males' percentages exceed those of the respective females within each group of schools.

Along with tending to have part-time jobs more often than do females, males in the sample are more likely to participate in sports and games. Females (black and white) tend to engage in church sponsored activities, social clubs, musical activities, and hobbies. The percentages of black females who indicate they are active in church sponsored groups exceed those of the white females. Interestingly, the black females who are politically active show percentages that are larger than those of the black males and the white students (male and female).

The percentages of each group of students who indicate they do not take part in any activities outside of school are low within each group by race and sex; the largest percentage is 11% of the white females attending other all white schools. Females are somewhat more likely than are the males to indicate non-participation in outside of school activities. However, the variations in the male and female percentages run no more than three percentage points in each instance.

In the interracial schools the percentages of each group of students show some change as the proportion of black students increases. In most cases, the percentages of each group of students decrease. An exception appears among those students who belong to social clubs outside of schools. Here, the percentages of all the students attending interracial schools increase as these schools become more black.

High school seniors responding to the study questionnaire were asked to indicate from a list supplied those school activities in which they were regular participants during their high school years. Table 3-22 shows the percentages of each group of students citing athletics, language, and service. These activities were chosen most frequently.

Variations in the percentages for a particular group of students are more likely to be by sex than by race. Females of both races tend to have participated in activities which are categorized as follows: service, hobby and language clubs, student government, school paper, drama club, chorus, and others. Males are more likely to have been active in band and athletics. The remaining activity, debate, shows little variation in the percentages by either race or sex.

The percentages of the groups of students who indicate they had not participated regularly in any of the listed activities present an interesting pattern. Here, the percentages of the white males exceed those of black males and females and those of white females. The percentages of all of the students increase as the

Table 3-22

School Activities Participated in Regularly

Racial Composition of Schools	ATHLETICS				LANGUAGE				SERVICE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	35	11	0	0	17	29	0	0	17	32	0	0	884	926
Other all White	0	0	42	22	0	0	12	22	0	0	20	32	0	0	511	646
Southern all Black	40	13	0	0	10	17	0	0	11	17	0	0	422	583	0	0
Other all Black	44	26	0	0	10	18	0	0	12	31	0	0	704	997	0	0
1-20% Black	63	32	41	20	10	19	18	28	5	28	16	33	128	145	2593	2658
21-48% Black	56	28	37	22	6	14	8	16	17	31	17	32	181	520	981	1153
51-98% Black	51	23	33	10	12	18	11	19	15	23	19	28	503	640	294	225

interracial schools become more black. The increase is much greater for white students than for black students. Black males go from 18% in the 1-20% black schools to 20% in the 51-98% black schools, whereas among whites the increases are 26% to 43% for males and 17% to 32% for females.*

The percentages of each group of students attending interracial schools who regularly participate in band, clubs, etc. in their schools usually show some change (increase or decrease) as the proportion of black students becomes larger. It must be noted that when the percentages of students attending interracial schools who indicate regular participation in a given activity decrease, this decrease may be due to either of two factors:

1. The school does not offer the activity; hence, the student does not have the opportunity to participate;
2. The school offers the activity but the student chooses not to participate.

Therefore, there is no way of determining which of the above factors contributes to low or decreasing percentages of participants. The assumption is then made that both factors are in operation.

In general, the percentage of participation in the given activities tends to decrease among white students more so than for black students. Six of the activities (band, chorus, drama, language, hobby, athletics) show decreases for the white students, whereas the black students (male and female) show decreases in four of the activities (chorus, debate, hobby, athletics). Interestingly, chorus, hobby, and athletics show decreases for both white and black students. Also, there are a few instances of the percentage of participation increasing as the interracial schools become more black; however, these increases tend to be among black students. The percentages of black students attending interracial schools who participate in band (males), school paper (females), student government, service clubs (males), and others do show increases as the black students become the majority race in these schools. In most cases, these increases are relatively small as among females who work on their school papers. Here, the percentage in the 51-98% black schools is five percent greater than than in the 1-20% black schools.

In the case of participation in student government, the percentages of both the black and the white females increase, but the increase is greater among the black females. Their increase in participation is 9% as compared with 3% for the white females. Here, black males' percentages increase slightly while the white males' decrease also slightly.

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* Although there is no way to determine the reason for the great increase in non-participation among white students, it could be that in heavily black schools the white students, being the minority race, perceive of school activities as being "taken over" by the black students or "for" them.

There are instances, too, where the percentages of the students attending interracial schools show virtually no change as these schools become more black.

As noted in the introductory section of this research report, our sample consists of a fairly selective group of high school students--namely, the survivors of the secondary school system--the seniors. We would expect then that an out-migration had already occurred among those who were most dissatisfied with their school status. We would also anticipate that a number of students had either dropped out or had been pushed out of the system. The seniors then represent those students who chose to remain; those whose performance and behavior were such that they were able to achieve senior status; and those, despite personal or family preferences, had no choice but to remain in their current school. The selective quality of our sample would then enhance feelings and attitudes of satisfaction since the dissatisfied had either left by choice or command.

The data on the informal aspect of the school social system would suggest that most survivors are fairly well satisfied with their social status. These same data suggest that there is more than one leadership group or clique within the school. The fact that almost half of the students perceive of themselves as leaders would support such an observation.

Race does, however, appear to make some differences in feelings of being part of the peer leadership structure. Blacks feel a greater sense of being "in" as the proportion of black students in the school increases. Whites, on the other hand, feel left out and are less inclined to seek leadership positions as the black student population increases.

Earlier research by James Coleman on high school social systems showed that high school students placed heavy emphasis on the importance of peers and non-academic attributes for peer status. Such does not seem to be the case with our sample. Again, it is important to point out that while Coleman dealt with high school students in general, our sample is limited to what is probably a more mature and serious population--the seniors.

Assuredly, our student sample was very sensitive to the wishes and expectations of their parents. There were few differences in the rules placed on students by parents. Generally, females had more restrictions placed upon them than was the case with males. There was a tendency for white parents to become more strict as the proportion of blacks in the schools increased.

As mentioned earlier, students are very much concerned that they do not disappoint their parents. Major concern is first with mothers then fathers followed by friends. While the mother is the primary source of concern for most students, there is a marked racial difference. Namely, black youth are far more likely than white to select mother over father as the parent they would least want to disappoint.

While some male students did stress the importance of athletics as a source for student status, most selected "good grades." There were few differences between black and white students with two exceptions: blacks placed greater stress on being a "brilliant student" and being a "good dancer."

Both black and white students hold fairly positive self concepts. As for involvement in school activities, we find that participation decreases for whites as the school shows an increase in black student enrollment. Clearly, black students show a better survival and adjustment style to minority group status than is the case with whites.

Chapter 4

Educational and Occupational Aspirations and Expectations

Data to be dealt with in Chapter 4 is concerned with the post high school plans of youth in the survey sample with respect to their educational and occupational aspirations and expectations. All of the respondents replied to questions which provided data concerning their immediate post high school plans, the kind of work they would like to do, and what they actually will do. Those who indicated they plan to go to college then responded to questions dealing with college selection, application, and admission.

The high school seniors being questioned were asked what they would like to do following the completion of high school. Table 4-1 shows the percentages of each group of male students indicating they would like to go to business-vocational school, get a full-time job, graduate from college, and go into military service. (See appendix, item 28, page 7 for complete list of options.)

Clearly, the majority of the males would like to graduate from college. The highest percentage for each group of males appears in this post high school category. The percentages of white males who would like to graduate from college are larger than those of the black males with the exception of two groups of interracial schools. Here, in the 21-48% black and the 51-98% black schools the black percentages exceed those of the white males. In each case, the variation in the percentages is considerable--ten percentage points in the 21-48% black schools and eleven percentage points in the 51-98% black schools.

As the interracial schools become more black, the percentages of the white males who would like to graduate from college decrease considerably, going from 56% in the 1-20% black schools down to 39% in the 51-98% black schools. Black males show a different pattern. Here, the percentage of black males who would like to graduate from college is larger in the 21-48% black schools (58%) than that in the 1-20% black (51%) or the 51-98% black schools (50%).

The item chosen next most often by male high school seniors is a full-time job. Black males attending all black schools are somewhat more likely to choose full-time job than are white males attending all white schools. However, with one exception, the percentages of the white males attending interracial schools exceed those of the black males within the 21-48% black and 51-98% black schools. The exception appears in the 1-20% black schools where 17% of the black males and 15% of the white males indicate a preference for a full-time job after high school.

The remaining listed choices show small percentages of the males in each group of schools choosing them. Included here is the category military service. The largest percentage appears in the southern all black schools where 15% of the males indicate they would prefer entering military service to any of the other listed alternatives. Clearly, military service is not a preferred choice among males in the study sample.

Table 4-1

Post High School Aspirations - Males

Racial Composition of Schools	BUSINESS-VOCATIONAL SCHOOL		FULL TIME JOB		GRADUATE FROM COLLEGE		MILITARY		N's	
	Black	White	Black	White	Black	White	Black	White	Black	White
	%	%	%	%	%	%	%	%		
Southern all White	0	8	0	8	0	66	0	6	0	888
Other all White	0	7	0	15	0	61	0	6	0	507
Southern all Black	12	0	11	0	54	0	15	0	422	0
Other all Black	12	0	19	0	49	0	9	0	710	0
1-20% Black	13	12	17	15	51	56	7	6	130	2602
21-48% Black	11	11	12	20	58	48	10	8	180	1007
51-98% Black	10	7	18	27	50	39	10	11	501	295

Table 4-2

Post High School Expectations - Males

Racial Composition of Schools	BUSINESS-VOCATIONAL SCHOOL		FULL TIME JOB		GRADUATE FROM COLLEGE		MILITARY		N's	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %	Black	White
Southern all White	0	7	0	12	0	57	0	9	0	887
Other all White	0	6	0	19	0	50	0	8	0	508
Southern all Black	11	0	17	0	40	0	19	0	420	0
Other all Black	6	0	32	0	34	0	14	0	710	0
1-20% Black	11	10	24	17	31	47	12	9	132	2599
21-48% Black	8	8	18	24	43	38	14	13	181	1008
51-98% Black	8	5	30	39	32	30	16	12	500	297

A consideration of the percentages of students attending interracial schools with a particular racial composition shows that the percentages of males choosing a preferred category of post high school plans increase or decrease as these schools become more black. The percentages of both black and white males who would prefer entering military service and those indicating their first choice to be a full-time job increase as the black students become the majority race in the interracial schools. The largest increase appears among the white males indicating a preference for a full-time job after high school. The percentage of white males in the 51-98% black schools so indicating is twice that of those in the 1-20% black schools.

The categories that show decreases in the percentages of males choosing them are: business-vocational school and graduate from college. An interesting pattern appears in the latter category. Here, the percentages of white males who would like to graduate from college drop from 56% in the 1-20% black schools to 39% in the 51-98% black schools. The black males, on the other hand, go from 51% in the 1-20% black schools to 58% in the 21-48% black schools then decrease to 50% in the 51-98% black schools.

Respondents were also asked to indicate which of the given post high school options they probably would actually engage in (as opposed to the previously mentioned item which dealt with preferences). As with the earlier item, the males and females responded to two different lists specific to their sex.

This discussion will be confined to an examination of the similarities and differences between the "would like" (preferences) responses and the "probably will do" (expectations) responses. Table 4-2 shows the breakdown of the "probably will do" responses. The percentages of each group of students, both black and white, who indicate they actually expect to go to business or vocational school following high school are somewhat lower than expressed expectations. The pattern of change in the interracial schools is similar to that for the "would like" responses, i.e., the percentages for both races decrease somewhat.

The percentages of males, both races, who actually will seek full-time jobs after high school show an increase over preferences. The black males' percentages remain larger than those of the white males throughout the groups of schools. As the interracial schools become more black, the percentages of both the black and white males who actually expect to have full-time jobs increase in the same manner as those who would like full-time jobs.

As would be expected, the percentages of both the black and the white males who plan to graduate from college (or for whom such is a distinct possibility) are smaller than the "would like" percentages. It will be recalled that the questionnaire item for the "would like" data specified the choice to be made on the basis of the assumption that all the options given were available to the individual. The "will do" data is based on the individual's assessment of his future; therefore, what an individual would like to do is often not what he will do even when such a decision is future-oriented.

Table 4-3

Post High School Aspirations - Females

Racial Composition of Schools	BUSINESS-VOCATIONAL SCHOOL		FULL TIME JOB		GRADUATE FROM COLLEGE		MARRIED & WORK		N's	
	Black %	White %	Black %	White %	Black %	White %	Black %	White %	Black	White
Southern all White	0	13	0	14	0	44	0	9	0	925
Other all White	0	13	0	24	0	38	0	5	0	639
Southern all Black	23	0	6	0	59	0	2	0	589	0
Other all Black	17	0	22	0	43	0	4	0	1018	0
1-20% Black	28	14	14	20	35	40	6	6	145	2669
21-48% Black	23	11	14	21	44	38	4	7	515	1165
51-98% Black	17	9	22	31	42	28	4	15	648	225

While the percentages of each group of males who indicate they probably will graduate from college are smaller than the "would like" percentages, the pattern of change in these percentages in the interracial schools remains the same, i.e., white males' percentages decrease by seventeen percentage points and the black males' show the "increase-decrease pattern" as noted with the "would like" percentages.

The percentages of both the black and white males who indicate they probably will enter the military following high school are somewhat larger than those for the males who would prefer such a step. The variation between the "would like" and "will do" percentages are not large, this variation being no more than five percentage points for any group of students. Here, as with the "would like" percentages, they increase as the interracial schools become more black. The most noticeable difference between the two tables appears among the 51-98% black schools. The "would like" percentages are quite similar for the black and white males, but the "probably will" percentage for the black males exceeds that for the white males. The remaining interracial schools show a similar pattern for the "probably will" responses, but the percentage variations by race are less than in the 51-98% black schools.

It should be noted that the percentages of both black and white males who indicate they "don't know" what they actually will do after high school are greater than those who indicate they don't know what they would like to do. The increase in the "probably will" percentages over the "would like" percentages for the "don't know" category is small for both races but somewhat larger for black males when compared with white males.

Table 4-3 shows the responses of the females to the question, "If you could do anything you wanted after high school, what would you do?" The given categories of post high school options are similar to those for the males with military service omitted, married/work, and housewife added. Here, as was shown with the males (Table 4-2), the percentages of students choosing graduate from college are the largest percentages shown for each group of females. It should be noted, however, in each instance more males would like to graduate from college than females. Less variation in the percentages is found when the black males and females attending all black schools are compared.

With the exception of the 1-20% black schools, black females are more likely to indicate a preference for college graduation than are white females. Also, black females attending all black schools show larger percentages of their numbers preferring college graduation than do females attending all white schools. This constitutes a reverse of the pattern shown in Table 4-2 for the males.

White females in the sample are more likely to choose full-time job over the other post high school options than are black females. Interestingly, too, white females attending either segregated or interracial schools show a somewhat greater tendency to indicate they would like to be married and work or married and housewife. In fact,

the option of marriage (with or without working) tends to be favored more often by white females than black females. This is especially evident in the 51-98% black schools where combining those who would like to be married and work with those who prefer married and housewife gives 21% of the white females in these schools favoring marriage after high school as compared with 5% of the black females in these same schools.

The percentages of each group of black females who would like to attend business or vocational schools after high school are substantially larger than are those for white females. Referring to Table 4-2 (males), it should be noted that the percentages of black females who favor business and vocational school exceed those of black males in the respective school groups.

Concerning the interracial schools, changes (increase or decrease) are noted as the racial composition of these schools shifts in the direction of enrollments becoming more heavily black. The percentages of both black and white females who attend interracial schools and would like to go to business or vocational school decrease as the schools become more black. The decrease in the percentages for black females, from 28% to 17%, is greater than that for white females whose percentages decrease from 14% in the 1-20% black schools to 9% in the 51-98% black schools. However, in the 51-98% black schools the percentage of the black females remains almost twice that of the white females. While more white females than black females attending interracial schools indicate they would like to have full-time jobs after high school, both black and white females show increases in these percentages as the enrollments in these schools become more black.

The percentages of the females attending interracial schools who would like to graduate from college show an interesting pattern. Here, white females show a decrease, going from 41% in the 1-20% black schools to 28% in the 51-98% black schools. Black females, on the other hand, show an increase in the percentages of their numbers who like to graduate from college. Here, the percentages go from 35% in the 1-20% black schools to 44% in the 21-48% black schools and then decrease slightly to 42% in the 51-98% black schools. The latter percentage remains larger than that in the 1-20% black schools (35%). The pattern of the interracial percentages concerning graduate from college is similar to that for the males (Table 4-2) except the females' percentages are somewhat smaller.

As was noted earlier, white females tend to favor marriage after high school more so than do black females. As the interracial schools become more black, the percentages of black females who would like to be married and work decrease slightly while those of the white females more than double. The pattern for those females in the interracial schools who would like to be housewives show a pattern similar to that for those who want to be married and work. However, the percentages here are much smaller.

Female high school seniors in the survey sample were also asked to indicate which of the given categories of post high school plans

Table 4-4

Post High School Expectations - Females

Racial Composition of Schools	BUSINESS-VOCATIONAL SCHOOL		FULL TIME JOB		GRADUATE FROM COLLEGE		MARRIED & WORK		N's	
	Black	White	Black	White	Black	White	Black	White	Black	White
	%	%	%	%	%	%	%	%		
Southern all White	0	11	0	20	0	38	0	9	0	932
Other all White	0	10	0	34	0	31	0	5	0	639
Southern all Black	20	0	12	0	48	0	3	0	589	0
Other all Black	12	0	31	0	33	0	6	0	1019	0
1-20% Black	23	13	21	28	26	32	7	7	145	2669
21-48% Black	14	9	26	30	34	33	6	7	517	1165
51-98% Black	13	10	32	39	32	24	4	12	650	225

they probably would actually engage in as opposed to the earlier questionnaire item which asked them to choose their preferred category from the list assuming they had a free choice.

Table 4-4 gives the breakdown of the "probably will do" responses. As with males, this discussion will be confined to an examination of the similarities and differences between the "would like" and "probably will do" responses. The percentages of both black and white females who indicate they probably will attend business or vocational school following high school are somewhat lower than the percentages of the same groups of females who previously indicated they would like to go to business or vocational school. In most instances, the variation in the percentages is not large. The largest such variation appears in the 21-48% black schools where 23% of the black females would like to go to business or vocational school and 14% of the same group indicate they expect to go to business or vocational school. As the racial composition of the interracial schools shifts in the direction of becoming more heavily black, the "probably will" percentages show a pattern similar to that of the "would like" percentages on Table 4-3, i.e., the percentages of both black and white females decrease as the interracial schools become more black.

The percentages of the females, of both races and within each group of schools, who probably will seek full-time jobs following high school, are considerably larger than those of the females who indicate they would like to make such plans. The variation in these percentages ranges from six percentage points to twelve percentage points. Once again, the pattern of change within the interracial schools as the racial composition of these schools shifts to become more heavily black remains much like that shown for the "would like" responses, i.e., the percentages of students who probably will have full-time jobs after high school increase as these schools become more black.

As was seen with Table 4-3 for the females, the "would like" responses, females were given two post high school options that differed from those provided for the males. These were "married and work" and "housewife." Generally speaking, more of the females, both races, indicate they probably will be married and work than would like to do so given a free choice of options. The "probably will" be married and work percentages are still not large; the largest is 12% for the white females in the 51-98% black schools.

The percentages of the black females in the interracial schools who indicate they probably will be married and work following high school decrease somewhat as the enrollments in these schools become more black. The percentages of white females, within these same schools, who probably will marry and work after high school show a substantial increase as the racial composition of their schools becomes more black. The percentage of white females in the 51-98% black schools is almost twice that of white females in the 1-20% black schools (12% and 7%).

Table 4-5

Intend to go to College (Race and Sex)

	BLACK		WHITE	
	M	F	M	F
	%	%	%	%
YES	57	59	63	49
NO	31	30	28	43
DON'T KNOW	12	11	9	8
	100	100	100	100
N=	2004	2976	5384	5690

The housewife option is shown little favor by both black and white females. Here, as with the percentages of females who would like to be housewives, the percentages of white females exceed (with one exception) those of black females. The exception appears in the 1-20% black schools where 3% of the black females and 2% of the white females expect to be housewives after high school. The pattern of change in the percentages of females attending interracial schools as these schools become more black is similar to that shown in the "would like" table. Again, the black percentages decrease and the white percentages increase.

Concerning the part-time job category, the pattern shown for those who probably will have part-time jobs is different from those who previously indicated they would prefer such as their post high school goal. Almost all of the percentages for each group of girls indicating "would like" a part-time job are around 1% or less, whereas those who indicate they probably will have part-time jobs show percentages of from 2% to 6%. The percentages of the black females exceed those of the white females in all of the schools and decrease in the interracial schools as these schools become more black.

Youth participating in the study were asked to indicate if they were intending to go to college. It should be noted that all of the respondents were in the second semester of their senior year in high school. With graduation so close it would be expected that the respondents' plans for college or no college would be fairly definite.

They were to respond "yes," "no," or "don't know" to this question. Table 4-5 shows the breakdown of the responses by sex and race. The data shown are percentages of the entire group of participants by race and sex. The white males show that the largest percentage of their number, 63%, intend to go to college, followed closely by the black females with 59% of their number intending to go to college. The black males are only slightly below the black females at 57%. The white females, however, show the smallest percentage, 49%. Since almost 10% more black females than white females intend to go to college, the aspirations of the black females are more similar to those of males, both races, than to white females.

Table 4-6 shows the breakdown of the responses to the "intend to go to college" item by the racial composition of the schools. The largest percentage (74%) of students who intend to go to college appears among white males in the southern all white schools. The next largest percentage (71%) is shown for black females attending southern all black schools. The white males' percentages exceed those of the white females in all of the schools having white students, whereas among the black students, the black males intending to go to college exceed the black females only in the 21-48% black and the 1-20% black schools. In those schools which are all black or more than 50% black, the percentage of the black females planning on college is larger than that of the black males. The largest difference in the percentage of black males and females appears in the 1-20% black schools where 57% of the females and 41% of the males intend to go to college.

Table 4-6

Intend to go to College (Racial Composition of the Schools)

Racial Composition of Schools	YES				NO				DON'T KNOW				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	74	59	0	0	17	33	0	0	9	8	0	0	907	943
Other all White	0	0	67	45	0	0	23	46	0	0	10	9	0	0	519	651
Southern all Black	58	71	0	0	29	19	0	0	13	10	0	0	431	592	0	0
Other all Black	56	58	0	0	30	31	0	0	14	11	0	0	733	1041	0	0
1-20% Black	57	41	62	49	33	49	29	43	10	11	9	8	134	150	2642	2696
21-48% Black	65	57	55	49	28	31	34	44	6	12	11	7	185	533	1017	1171
51-98% Black	53	55	44	31	35	33	49	63	12	12	7	6	520	660	299	229

In the interracial schools the percentages of the white males and females who intend to go to college decrease as the percentage of black students in these schools increases. The pattern among the black students is not as consistent. The percentage of black females in the mixed race schools shows an increase in the 21-48% black and 51-98% black schools over the 1-20% black schools, but the increase is larger when the percentage in the 1-20% black schools is compared with that in the 21-48% black schools. The black males show an increase in the 21-48% black schools over the 1-20% black schools, while the percentage of black males in the 51-98% black schools is smaller than the percentage in both the 1-20% black and 21-48% black schools. The white males go from a high of 63% in the 1-20% black schools to a low of 44% in the 51-98% black schools. In the 1-20% black and the 51-98% black schools more of the majority race intend to go to college than do those of the minority race in the same schools. When blacks are the majority race as in the 51-98% black and in the all black schools, more black females intend to go to college than do black males.

Those students who replied "no" to the question, "Do you intend to go to college?" were asked to indicate why they do not plan on attending college. The following reasons were listed in the questionnaire: Can't afford it; don't like school; most of my friends are not going to college; parents do not want me to go; grades are not good enough; wasn't encouraged to go by teachers and guidance counselors; plan to attend business or vocational school; plan to be married after high school graduation; my race; and other. The respondents could choose as many of the above reasons as they felt applied to their own situation.

Tables 4-7 and 4-8 show the reasons cited most frequently by respondents. Some of the largest percentages appear in the "full-time job" category. Here, white females tend to choose full-time job as their reason for not planning on college more so than white males or male and female black students. The variation in the white male and female percentages is substantial within each group of schools having white students. In all but the 51-98% black schools the white females' percentages are close to twice as great as those of the white males. The black females, too, show percentages larger than those of the black males (with the exception of the southern all black schools); however, the difference in the black percentages is much less than is the case among the white students.

As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of the white males and females in these schools who are not going to college but are going to work full-time increase. The white males go from 8% in the 1-20% black schools to 21% in the 51-98% black schools and the females go from 19% to 35%. The black males and females also show increases in percentages of their numbers who will work full-time rather than going to college as the interracial schools become more black. However, the increases in these percentages are less than are shown with the white students.

Table 4-7

Reasons for No College Plans

Racial Composition of Schools	BUSINESS OR VOCATIONAL SCHOOL				FULL TIME JOB				N's			
	Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	4	8	0	0	6	15	0	0	898	937
Other all White	0	0	5	11	0	0	9	21	0	0	503	631
Southern all Black	6	9	0	0	7	3	0	0	425	586	0	0
Other all Black	5	9	0	0	9	12	0	0	713	1025	0	0
1-20% Black	8	18	9	12	8	8	8	19	132	146	2615	2670
21-48% Black	6	13	6	8	6	8	11	20	184	528	1000	1161
51-98% Black	6	11	5	10	10	12	21	35	505	651	289	226

Table 4-8

Reasons for No College Plans (Cont'd)

Racial Composition of Schools	COULDN'T AFFORD IT				BAD GRADES				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	4	9	0	0	10	9	0	0	898	937
Other all White	0	0	7	14	0	0	12	14	0	0	503	631
Southern all Black	12	4	0	0	10	4	0	0	425	586	0	0
Other all Black	9	8	0	0	12	9	0	0	713	1025	0	0
1-20% Black	8	11	9	14	15	15	14	14	132	146	2615	2670
21-48% Black	13	7	12	13	11	10	17	12	184	528	1000	1161
51-98% Black	9	8	13	17	15	8	23	14	505	651	289	226

"Bad grades" was given as a reason for not planning to go to college by some of the students. Generally speaking, males are more likely than females to select bad grades as their reason for not planning to go to college. The black males' percentages are the same as those shown for the black females in the 1-20% and 21-48% black schools, and the white males and females show a similar pattern in the 1-20% black schools. Twenty-three percent of the white males in the 51-98% black schools choose bad grades as their reason for not planning to go to college.

As the black students become the majority race in the interracial schools, the percentages of black males and white females citing bad grades show no change in these percentages. The black females decrease, going from 15% in the 1-20% black schools to 8% in the 51-98% black schools. The white males show a sizeable increase in their percentages, going from 14% in the 1-20% black schools to 23% in the 51-98% black schools.

The percentages of each group of students (by race, sex, and racial composition of the schools) who indicate they are not intending to go to college because they cannot afford the costs involved are not large. The largest percentage in this category is 17% shown for the white females in the 51-98% black schools. Among the white students (those attending segregated all white schools and those in interracial schools), females' percentages are somewhat larger than those of males. With one exception, black students (in both segregated and interracial schools) show a reverse of the above pattern with the males' percentages exceeding those of the females. The exception occurs in the 1-20% black schools where black males show 8% of their number giving "can't afford it" as a reason for not planning on college; black females show 11%.

Comparing these percentages by race (same sex), it can be seen that in the interracial schools the white students' percentages are somewhat larger than those of the black students. It should be noted, however, that the variations in the percentages within each group of schools are not large, and the black and white males' percentages are quite similar within the same group of schools. As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of the white students attending these schools who cannot afford college show slight increases, whereas the pattern of change in the percentages is less consistent among black students. Black males go from 8% in the 1-20% black schools to 13% in the 21-48% black schools, there decreasing to 9% in the 51-98% black schools. Black females show a still different pattern. Here, the percentage of their number attending 1-20% black schools who cannot go to college because the cost is too great is 11%, decreasing to 7% in the 21-48% black schools and then increasing by one percentage point to 8% in the 51-98% black schools.

The percentages of each group of students who indicate they are not planning to go to college because they do not like school are quite small. The largest of these is 7% which appears for several groups of students. The variations in the percentages by sex are

quite small with most of the males and females (same race and group of schools) showing percentages the same or very nearly so. Considering these percentages by race, it is apparent that those of the white students within both the all white schools and the interracial schools are somewhat larger than those of the respective black students (same sex and within the same group of schools). As the black students become the majority race in the interracial schools, the percentages in these schools show virtually no change.

Some of the students participating in this study indicated that they are not planning on college because they have decided to attend business or vocational schools. Here, too, the percentages of each group of students giving business or vocational school as their reason (or one of their reasons) for not planning to go to college are not large. The largest percentage, 18%, appears for the black females in the 1-20% black schools.

The black females tend to give planned enrollment in business or vocational school more so than black and white males and white females. The white females' percentages exceed those of the white males in both the all white schools and in the interracial schools. As the racial composition of the interracial schools becomes more black, the percentages of the groups of students in these schools who give their plans to attend business or vocational school as their reason for not going to college decrease.

As would be expected, the percentages of male students who are not intending to attend college because they planned to be married are very small; none are more than 2% of any group of male students. Females, on the other hand, show larger percentages of their numbers planning to forego college for marriage. Among the females, the white females show the largest percentages, larger than the black females and larger than the black and white males. The largest percentage among the white females is 18% for those in the 51-98% black schools. Therefore, white females are more inclined to give marriage as a reason for not going to college than are males or black females.

As the interracial schools become more black, the percentages of the males, both races, although small, do show slight increases. The black females, too, show increases with their percentage going from 7% in the 1-20% black schools to 13% in the 51-98% black schools. The black females, however, show a decrease in their percentages as these schools become more black.

The remaining reasons for not going to college, which were listed in the questionnaire, were so seldom chosen by the respondents that apparently they are not of particular importance as reasons for not attending college. Race was chosen by 2% of the black females in the 1-20% black schools, while the remaining groups of students showed less than 1% or none of their numbers choosing it as a reason for no college.

"Parents didn't want me to go" and "friends are not going" were rarely indicated as reasons for not planning on college. The

Table 4-9

Preferred Occupation

Racial Composition of Schools	PROFESSIONAL OR TECHNICAL				CLERICAL				SKILLED TRADE OR CRAFTS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	71	62	0	0	2	24	0	0	10	1	0	0	907	943
Other all White	0	0	71	66	0	0	1	20	0	0	13	3	0	0	519	651
Southern all Black	63	68	0	0	4	19	0	0	11	1	0	0	431	592	0	0
Other all Black	75	70	0	0	2	20	0	0	10	1	0	0	733	1041	0	0
1-20% Black	80	69	69	62	1	20	1	22	5	2	13	3	134	150	2642	2696
21-48% Black	72	66	67	63	4	21	2	22	12	2	15	2	185	533	1017	1171
51-98% Black	74	61	63	52	6	30	4	32	6	1	20	2	520	660	299	229

percentages here were 2% or less. "Wasn't encouraged by teachers and parents" had more students citing it as a reason for no college, but, still, the percentages are so small (2% or less) as to be considered as having little to no impact on the respondent's decision to forego college.

The category "other" was cited as a reason for not going to college by rather small percentages of the students. However, this reason differs from the aforementioned reasons in that among the white students in the interracial schools the percentages are up to 6 and 7% of their numbers. Also, here in the interracial schools, the percentage of both races and sexes increases as these schools become more black.

In regard to just what the respondents had in mind when they indicated "other" as a reason for their not going to college, it could be that military service is included here. Perhaps, too, some of the students checked "other" if there was some doubt concerning their graduation from high school, i.e., they are not planning on going to college because they may not believe they will graduate from high school. Health reasons could also be a factor in choosing the "other" category as would marriage. Some of the white females in the interracial schools may already be married. It should be recalled that these females favored marriage in earlier questions dealing with post high school plans.

The respondents were asked to indicate which one of the listed job descriptions they would choose if they were completely free to make such a choice. (See questionnaire question #67 in appendix for entire list.)

Table 4-9 gives the breakdown of the choices made by significant percentages of the students grouped by race, sex, and racial composition of their high schools. Work that can be described as professional-technical was chosen by from half to more than three-quarters of each group of students. Clearly, professional work is preferred by the major portion of each of these groups. With one exception (southern all black schools), more males than females, black and white, indicate a preference for professional-technical work, although the variations in the male/female percentages are not great.

As the racial composition in the interracial schools shifts in the direction of becoming more black, the percentages of all the students in these schools indicating a preference for professional-technical work decrease. The largest decrease appears for the white females, although their percentage in the 51-98% black schools remains above 50%.

As would be expected, the percentages of females who would prefer clerical work exceed those of males. In the interracial schools the white females' percentages exceed those of the black females, but the variations in the black/white percentages are not large, five percentage points being the largest. As these schools become more black, the percentages of both black and white females show increases--ten percentage points in each case.

Table 4-10

Occupation After Completing Education

Racial Composition of Schools	PROFESSIONAL OR TECHNICAL				CLERICAL				SKILLED TRADE OR CRAFT				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	64	52	0	0	4	37	0	0	12	1	0	0	907	943
Other all White	0	0	63	49	0	0	3	38	0	0	16	2	0	0	519	651
Southern all Black	52	66	0	0	5	19	0	0	16	2	0	0	431	592	0	0
Other all Black	60	55	0	0	5	33	0	0	16	1	0	0	733	1041	0	0
1-20% Black	65	52	61	50	4	33	2	33	7	3	17	2	134	150	2642	2696
21-48% Black	65	57	55	49	5	26	4	34	14	2	21	2	185	533	1017	1171
51-98% Black	58	51	52	35	11	40	5	51	9	0	20	0	520	660	299	229

In general, a job that could be described as in the skilled trades or crafts is somewhat more likely to be desired by white males than by black males. This is especially apparent in the 1-20% black schools and the 51-98% black schools. As the interracial schools become more black, the percentages of the white males who indicated they would choose a job in the skilled trades or crafts increase. However, black males show an increase in the 21-48% black schools (from 5% in the 1-20% black schools to 12% in the 21-48% black schools) and then drop back to 6% in the 51-98% black schools.

The students participating in the survey were asked to indicate the kind of work they plan to do after completing all of their education (high school or college). Ten job classifications were given including "don't know." Table 4-10 shows that with only one exception the majority of each group of students plan to hold jobs which could be described as "professional-technical." The exception here appears in the 51-98% black schools where 36% of the white females plan on professional-technical jobs, and 51% of their number plan on holding clerical jobs.

Within each group of schools the males (black and white) are more likely to be planning on professional-technical jobs than are the respective females. The males' percentages in this category exceed those of the females in all but one group of schools. Black females attending southern all black schools show 66% of their number planning to hold professional-technical jobs as opposed to 52% of the males attending these schools.

In general, the percentages of black students indicating a preference for professional-technical exceed those of the white students with similar plans. The exception here appears when the segregated schools are compared. Here, white males show a greater tendency to indicate a preference for professional-technical jobs than do black males attending all black schools. However, black females attending these schools show larger percentages of their numbers planning on professional-technical jobs than do white females in all white schools.

Within the groups of interracial schools the males' (same race) percentages exceed those of the females, and the percentages of the black students exceed those of the white students (same sex). As the racial composition of these schools shifts in the direction of becoming more black, all of the percentages decrease. The downward trend in the percentages is consistent for all but the black females. The percentage of their number planning on future jobs in the professional-technical category shows a 5% increase in the 21-48% black schools over the 1-20% black schools and then drops to 51% in the 51-98% black schools.

Jobs which could be described as "clerical" are favored by sizeable percentages of females as would be expected, since most clerical work is performed by women. White females are somewhat more likely to indicate a preference for clerical jobs than are black females. This tendency is especially marked when the percentage of white females attending southern all white schools is compared with that of black

females attending southern all black schools. Thirty-seven percent of the white females in southern segregated schools favor clerical jobs as compared with 19% of the black females attending southern all black schools.

Within the interracial schools the white females' percentages exceed those of the black females (same group of schools by racial composition), although the variation in the black and white percentages is not great. It should be noted, though, that the percentages appearing for the white females in the 51-98% black schools are the largest percentages for this group. As the interracial schools become more heavily black with respect to their racial composition, all of the percentages of students favoring clerical jobs increase. The males' percentages, while small, increase as do those for the females, both races. The black females show a decrease-increase pattern as these schools become more black.

The percentages of students who indicate they plan to seek jobs in the skilled trades or crafts show an interesting pattern. As would be expected, the males' percentages are substantially larger than those of the females; the skilled trades and crafts are mainly male pursuits--electrician, plumber, etc. Interestingly, the percentages of black and white males attending segregated schools are quite similar, whereas in the interracial schools the white males' percentages are substantially larger than those of the black males within each group of interracial schools. As black students become the majority race in these schools, both the black and white percentages show an increase-decrease pattern with the percentage for the males, both races, in the 51-98% black schools being larger than that in the 1-20% black schools.

Clearly, then, the majority of the participating high school seniors would prefer to hold jobs described as professional-technical upon completing their educations. This holds regardless of the student's race and the racial composition of his high school. While jobs described as clerical or skilled trades are favored by some students, the remaining job categories receive scant attention.

It is interesting to note that very few of the students indicated they didn't know the kind of job they would like to have. Apparently, these young people, as a group, have decided on a category for their future job. They could and did select a job category.

Subsequent to indicating the kind of work (type of job) they plan to do after completing their educations (high school or college), the participating high school seniors were asked whether they are quite certain, fairly certain, or not at all certain that this is the kind of work they want to do. Table 4-11 shows 80% or more of the responses for each group of students appearing in the "quite certain" and "fairly certain" columns. The high percentage for each group of students appears in the "quite certain" column.

Viewing the responses of the students who are "quite certain" they want to do the type of work indicated earlier with respect to race, it is apparent that the percentages of black males are quite close to those

Table 4-11

How Certain Want This Type of Work

Racial Composition of Schools	QUITE CERTAIN				FAIRLY CERTAIN				NOT CERTAIN				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	45	56	0	0	40	37	0	0	14	8	0	0	894	930
Other all White	0	0	47	60	0	0	35	31	0	0	18	10	0	0	479	593
Southern all Black	47	61	0	0	44	34	0	0	9	5	0	0	417	583	0	0
Other all Black	45	64	0	0	44	33	0	0	10	3	0	0	674	1003	0	0
1-20% Black	44	53	43	59	43	38	42	32	12	8	15	9	129	143	2587	2670
21-48% Black	44	61	47	57	42	34	38	33	14	5	14	10	180	520	999	1153
51-98% Black	45	63	46	62	41	33	39	32	14	4	15	6	507	652	295	228

of white males, and this holds for females as well. A similar pattern is shown for those responding that they are "fairly certain" they want to do the type of work selected earlier.

Females, both black and white, are more likely to indicate they are "quite certain" they want to do the type of work selected in the earlier questionnaire item than are the males of both races. This holds for the segregated schools as well as the interracial schools. In the interracial schools the percentages of each group of students in the "quite certain" column show an upward trend as these schools become more black. The most pronounced upward trend appears for the black females, since 63% of their number who attend schools which are 51-98% black are "quite certain" they want to pursue their previously indicated job choice as compared with 53% of the black females attending 1-20% black schools.

The percentages of each group of students who are "fairly certain" they want to hold the type of job they indicated previously show a reversed pattern as compared with the percentages of the groups of students who are "quite certain" of their job choice. Here, the males, both races, are more likely to be "fairly certain" of their job choice than are females, again both races. As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of both the black and white students decrease somewhat. It should be noted, though, that with respect to race (same sex and racial composition of the school), the percentages of each group of black and white students are similar as was also the case for those students who are "quite certain" of their job choice.

Few of each group of students indicate that they are not certain they want to pursue their earlier job choice. Interestingly, the males, both races, are more likely to so indicate than are the respective females, and white males tend to be not certain of their job choice more than are black males.

Table 4-12 shows the breakdown of the responses to the question, "How certain are you that you will really be doing this type of job when you finish all of your schooling?" A comparison of this table with Table 4-11 ("How certain you want to do this type of work?") shows that here the percentages of each group of students selecting "quite certain," "fairly certain," and "not certain" appear to be more evenly distributed in the three columns, whereas in Table 4-11 the responses appearing in the "quite certain" column are the largest for each group of students.

White females display a greater tendency to be "quite certain" they will, in fact, be employed in the type of job selected previously than do males, both races, and black females. It should be noted here that the white females' percentages, while larger than those of the black females, exceed those of the black and white males to a greater extent.

The males in Table 4-12, black and white, within each group of schools show the largest percentages of their numbers in the "fairly

Table 4-12

How Certain Will Do This Type of Work

Racial Composition of Schools	QUITE CERTAIN				FAIRLY CERTAIN				NOT CERTAIN				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	32	42	0	0	44	42	0	0	24	16	0	0	928	473
Other all White	0	0	31	46	0	0	43	41	0	0	26	12	0	0	473	590
Southern all Black	28	40	0	0	49	46	0	0	23	14	0	0	414	572	0	0
Other all Black	31	41	0	0	45	46	0	0	24	13	0	0	673	995	0	0
1-20% Black	27	42	31	45	47	34	45	39	26	25	24	16	129	142	2571	2663
21-48% Black	26	42	35	43	52	41	42	40	22	17	23	16	177	517	988	1147
51-98% Black	28	38	33	55	45	47	44	35	27	14	23	11	499	646	294	229

certain" category. Some of the black females (those in segregated and 51-98% black schools) also show their largest percentages here. This contrasts with the data in Table 4-11 where the high percentages for each group of students appeared in the "quite certain" column.

White females attending schools that are 51-98% black appear to be unusually sure of their job selection. Sixty-two percent of their number indicate they are quite certain they want to do this type of work, and 55% of their number are quite certain they will do this type of work. These percentages seem high in view of the fact that these girls are seniors in high school; some of them are planning on going to college and few of them are likely to have had much experience in the type of job they are so sure they both want to do and will do.

The responding high school seniors show smaller percentages of their numbers who are not certain that they will do the type of job selected earlier as was the case for those who are not certain they want this type of work (Table 4-11). However, while the percentages of each group of students who are not certain they will do this work are smaller than those who are quite certain or fairly certain, these percentages are larger than those for groups of students who are not certain they want the selected type of job.

Respondents were also asked to rate the importance of several job characteristics. The job characteristics listed were: "security of steady work," "opportunity for rapid promotions," "a chance to help others," "friendly people to work with," "opportunity to be creative and original," "a high income," and "a chance to be my own boss."

Table 4-13 shows the breakdown of the percentages of each student group citing three job characteristics as most important. Clearly, "security of steady work" is considered to be a very important characteristic by a majority of all the students. The percentages of each group of students range from 72% to 86%. As a group, the participating students view "security of steady work" as the most important characteristic of a job.

The males are somewhat more likely to rate "security of steady work" as very important than are the respective females (by race), but the variations in these percentages are not large. The percentages of the black students exceed those of the white students within each group of schools (same sex) although, again, the variations in these percentages are not large. As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of each group of students show little or no change.

Substantial percentages of each group of students indicate that "opportunity for rapid promotions" is a very important characteristic of a job, and, when these percentages are combined with those who indicate this characteristic is quite important, it is clear that the major portion of each group of students see "opportunity for rapid promotion" as important.

The males are somewhat more likely to see rapid promotion as very important than are the respective females; this is evident in the

Table 4-13

Importance of Job Characteristics

Racial Composition of Schools	SECURITY OF STEADY WORK				FRIENDLY PEOPLE TO WORK WITH				A HIGH INCOME				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	79	72	0	0	46	62	0	0	46	27	0	0	850	897
Other all White	0	0	77	73	0	0	37	58	0	0	48	30	0	0	447	560
Southern all Black	76	78	0	0	45	47	0	0	63	53	0	0	348	494	0	0
Other all Black	84	85	0	0	42	49	0	0	60	48	0	0	599	910	0	0
1-20% Black	86	82	79	73	54	57	42	56	50	37	44	26	114	131	2496	2590
21-48% Black	86	82	81	72	51	49	43	54	55	43	50	26	161	458	964	1117
51-98% Black	83	83	80	73	43	49	44	57	56	41	47	30	460	608	561	441

segregated schools, the 51-98% black schools (for both races), and among the white students attending 1-20% black schools. The black students tend to view "opportunity for rapid promotion" as very important more often than do white students, and this is especially apparent when black females are compared with white females.

Females, black and white, are more likely to regard "a chance to help other people" as a very important characteristic of their future job than are the males, both races. Females' percentages range from 48% to 61% of the numbers of each group of females. The percentages of these same groups who rate "a chance to help others" as a quite important characteristic of a job range from 32% to 39%; hence, it is apparent that well over 80% of each group of females see this particular job characteristic as a vital one.

Interestingly, the percentages of each group of black females rating "help others" as very important are very close to those of white females attending similar schools (with respect to racial composition). This contrasts with the situation shown for the males. Black males tend to view "help others" as very important more so than do white males, and the variations in the black/white percentages are substantial. As the black students become the majority race in the interracial schools, the percentages of students viewing "a chance to help others" as very important show little change, and this holds too for those who rate this job characteristic as quite important.

Table 4-13 shows the white females in both segregated and interracial schools to be more likely than the white males in the same schools to consider "friendly people to work with" as a very important job characteristic. The percentages of each group of black males and females are more nearly alike. The white females tend to rate this job characteristic as very important more often than do black females as is apparent when all black schools are compared with all white schools. As the racially mixed schools become more black, the percentages of the black students who view working with friendly people as an important feature of their future job decrease markedly, whereas the percentages of the white students sharing this view show very little change.

Few of the participating high school seniors consider "the opportunity to be creative and original" as a very important characteristic of their future jobs. The percentages of each group of students rating this characteristic as very important range from 27% to 40%. Males tend to rate "opportunity to be creative" as very important more often than do females with black males and females attending interracial schools showing more variation in their percentages than do white males and females attending these same schools. The percentages of the black students (same sex and type of schools with respect to racial composition) are quite close to those of the white students.

As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of the black students who consider "the opportunity to be creative" as a very

important characteristic of their future jobs increase slightly, although the increase is larger when the 21-48% black schools are compared with the 1-20% black schools. The white students' percentages show a slight decrease as these schools become more black.

Table 4-13 also gives the breakdown of the percentages of each group of students who indicate that "a high income" is very important as a characteristic of their future jobs. Since most males view themselves as future breadwinners in the family setting, it is not unusual to find the percentages of the males (both races) exceeding those of females within each group of schools. Black males are more likely than the white males to cite "high income" as very important, and this is especially apparent when the segregated schools are compared. Here, the variations in the black and white males' percentages are substantial--well over 10% in each case. The black females, too, are more likely than are the white females to view "a high income" as a very important characteristic of their future jobs. This is apparent in both the segregated and interracial schools. It is probable that black females tend to see themselves as the major wage earner in their future families or, at least, for them this is a strong possibility, whereas white females are more likely to regard their future wages as supplementary to those of their husbands. Therefore, while high income would be desirable, it is not critical. As the racial composition of the interracial schools becomes more heavily black, the percentages for each group of students show increases; the largest of these appears for the black males.

Proportionately few of the queried students regard "a chance to be my own boss" as a very important characteristic of their future job. The largest percentage of a group of students so regarding this job characteristic is 35% of the black males attending schools which are 1-20% black. More of each group of males (both races) cite "a chance to be my own boss" as being very important to them than do females. Interestingly, the same pattern appears for those students who regard "a chance to be my own boss" as quite important. The variations in the males' and the respective female percentages are substantial.

A comparison of the percentages of each group of students attending all white schools with those of students attending all black schools shows black students to view "a chance to be my own boss" as a very important feature of a job more so than do white students. The variations between the black and white percentages are not large except when black females in southern all black schools are compared with white females attending southern all white schools. Here, the percentage of those black females favoring a job where they could be their own boss is almost twice that of the white females.

In the interracial schools the black and white percentages (same sex) are more nearly alike with the exception of the 1-20% black schools where the percentage of the black males exceeds that of the white males by 7%. As these schools become more black, the percentages of each group of students regarding "a chance to be my own boss" as a very important characteristic of their future jobs show some change. The

Table 4-14

Situation Most Likely to Prevent Desired Life

Racial Composition of Schools	LACK OF TRAINING AND EDUCATION				MY RACE				NOTHING				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	14	10	0	0	0	0	0	0	40	56	0	0	884	918
Other all White	0	0	15	9	0	0	0	0	0	0	42	49	0	0	452	560
Southern all Black	16	9	0	0	14	13	0	0	31	45	0	0	407	580	0	0
Other all Black	16	11	0	0	18	13	0	0	28	41	0	0	639	979	0	0
1-20% Black	15	7	15	10	27	31	0	0	22	26	40	46	124	141	2526	2630
21-48% Black	19	12	15	10	18	19	0	0	23	33	38	44	176	499	975	1139
51-98% Black	16	11	18	6	10	12	0	1	30	42	43	59	494	643	285	223

females, black and white, show increases while the males' percentages decrease--white males slightly and black males by 9%.

Youth questioned for this study were asked which one of several situations would most likely prevent them from living the kind of life they want. They were to choose one of the following: "lack of ability," "lack of training," "lack of opportunity," "lack of positive aims in life," "personal troubles," "family background," "race," "own goals are too high," and "nothing will prevent me from having the life I want." Table 4-14 shows the breakdown of the responses for the four situations cited most frequently by the students.

The percentages of each group of students indicating that "nothing will keep me from having the life I want" are fairly high, especially among white students. It would appear that females are more confident than are males (both races) that their lives will work out as planned. The females' (both races) percentages exceed those of the respective males in each group of schools, and the variations in the male/female percentages are substantial in all but one group of schools: the black students attending schools where the racial composition is 1-20% black.

A consideration of these responses by race shows that white students attending either segregated or interracial schools are much more likely to indicate "I don't feel anything will keep me from having the kind of life I want" than are black students attending the respective schools. Within each group of schools (by racial composition) the variation in the black/white (same sex) percentages are substantial with the white percentages exceeding the black percentages in each case. As the racial composition of the interracial schools shifts in the direction of becoming more heavily black, the percentages of each group of students who hold a very optimistic view of their future increase. Females, black and white, show larger increases than do males.

As would be expected, only the black high school seniors view their race as a possible causative factor in their not being able to have the kind of life they would want. Black females attending interracial schools are somewhat more likely to feel their race may prevent them from the life they desire than are the black males in the same schools. This pattern is reversed in the all black schools.

As the proportion of black students attending interracial schools increases, both the male and female students are less likely to view their race as a barrier to their attaining the kind of life they want. Perhaps the larger percentages of black students in the 1-20% black schools indicating being black may prevent them from having the life they want is due to the fact that being outnumbered (the minority race) by white students during their high school years they have experienced subtle and/or overt discrimination and expect similar situations to continue, thus affecting their plans for the future with respect to further education and jobs.

While the percentages of each group of students indicating lack of training and education will most likely keep them from having the

Table 4-15

Most Important Aspects of College Experience

Racial Composition of Schools	PREPARATION FOR MAKING A LIVING				NEW IDEAS				NEW FRIENDS				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	79	66	0	0	17	26	0	0	2	5	0	0	726	611
Other all White	0	0	78	62	0	0	20	32	0	0	2	5	0	0	357	316
Southern all Black	73	78	0	0	19	17	0	0	8	5	0	0	276	448	0	0
Other all Black	77	79	0	0	16	18	0	0	4	2	0	0	471	668	0	0
1-20% Black	78	76	78	62	16	19	19	31	4	4	2	6	78	72	1803	1491
21-48% Black	73	73	78	57	20	21	19	35	3	4	2	5	125	343	641	639
51-98% Black	78	73	79	64	15	22	19	31	4	4	1	5	313	420	138	80

kind of life they want are not large, it is apparent that this view is held by males more often than by females (both races). In several cases the males' percentage is two or three times greater than that of the respective females. As the interracial schools become more black, the white females' percentage decreases slightly while those of the remaining students show small increases.

Lack of opportunity or the right breaks in life is also more likely to be mentioned by males rather than females as the one factor which probably would prevent them from attaining the life they want. Again, the percentages of each group of students citing this factor are not large. In most cases the percentages of the black students exceed those of the respective white students (same sex). As the proportion of black students attending interracial schools increases, the changes in the percentages of each group of students indicating lack of opportunity will most likely prevent them from having the kind of life they want show an uneven pattern. Black males and white males and females show increases in their percentages in the 21-48% black schools over those in the 1-20% black schools, but these percentages then decrease in the 51-98% black schools.

The students who had previously indicated they planned to go to college or didn't know if they would go were asked to rate four aspects of college in rank order from most important to least important. The four aspects were "the stimulation of new ideas," "preparation for making a living," "campus activities and social life," and "new friends who share my interests."

Table 4-15 shows the percentages of each group of students ranking each of the above aspects of college as "most important" by race, sex, and racial composition of their schools. The major portion of each group of students sees the most important aspect of their future college experience to be preparation for making a living. The percentages here range from 57% (white females in the 21-48% black schools) to 79% (females in other all black schools). The largest percentages of each group of students indicated that social life on a college campus would be the least important aspect of their college experience. These percentages range from 38% (black males in the 1-20% black schools) to 70% for the white females attending schools where the racial composition is 51-98% black.

Among the white students in both segregated and interracial schools, males are more likely to view preparation for making a living as the most important aspect of college than are females. A similar pattern is shown for black students attending interracial schools; however, the reverse appears in the all black schools.

It should be noted that while the pattern of the responses is similar for both black and white students (with the above exception) by sex, i.e., males' percentages exceed females', the variation in percentage points of the white males and females is larger than that for black males and females. The black males' and females' percentages are very close to one another.

Considering the responses by race, it is apparent that within the interracial schools black females are more likely to view college as a preparation for making a living as most important than are white females. This also holds when the segregated schools are compared. Among the males, however, the black and white percentages are similar to a considerable degree; the percentage variations are quite small (same sex and group of schools).

As black students become the majority race in the interracial schools, the percentages of black males who see preparation for making a living as a most important factor in their college experience decrease from 78% in the 1-20% black schools to 73% in the 21-48% black schools and then return to 78% in the 51-98% black schools. Black females also show a decrease in their percentages. Both white males and females show slight increases as the interracial schools become more black.

While the percentages of each group of students viewing preparation for making a living as the least important aspect of their college education are small, the largest of these appears among white females.

As the students responding to the questionnaire anticipate their college years, the largest percentage of each group of students (by race, sex, and racial composition of their schools) indicates they regard social life as the least important aspect of college. Interestingly, more females tend to hold this view than do males. With one exception, the females' percentages exceed those of the males throughout all of the schools. The exception occurs in the 21-48% black schools among the white students where the male percentages exceed the female percentages by one percentage point.

Comparing the responses by race (same sex), it is apparent that no clear pattern is shown in the percentages. White students are somewhat more likely to view social life in college as least important to them, but, with two exceptions, the black and white percentages are close. The exceptions to this are the males in 1-20% black schools where 57% of the whites see social life as least important as compared with 38% of the males. A similar relationship is shown when the males attending southern segregated schools are compared. Here, 59% of the white males and 47% of the black males so view college social life. As the interracial schools become more black, the percentages of all of the students show increases when the percentages appearing for the 1-20% black schools are compared with those in the 51-98% black schools.

The percentages of the participating students who indicate making new friends will be a most important aspect of their college experience are low. The largest percentage appearing here is 8% for the males attending southern all black high schools. Black males and females in the interracial schools show percentages of their numbers which are quite similar, whereas in the all black schools more black males than females view new friends as very important. The white females' percentages, while not large, exceed those of the white males in all of the schools having white students.

All of the students are more likely to view the new friends to be made in college as the least important than as most important. The largest percentages of students viewing new friends as least important appear in the all white schools, and, in each case, the females' percentages exceed those of the males. The male/female pattern is reversed in the all black and interracial schools where the males' percentages are larger than those of the females. Both black males and females in these schools are more apt to view new friends as least important in their coming college experience than are white males and females.

As the racial composition of the interracial schools changes with the proportion of black students increasing, the black males and females show a decrease, although the decrease is uneven; i.e., the downward trend is not consistent from the 1-20% black schools to the 51-98% black schools. White males show a slight increase in their percentages, whereas white females show virtually no changes as these schools become more black.

The largest percentages of students who view new ideas they will gain in college as the most important aspect of the college experience appear among white females attending all white or interracial schools. These percentages range from a low of 26% (southern all white schools) to a high of 35% (21-48% black schools). With one exception, the females are more likely to see new ideas as a most important factor in attending college than are the males. The exception appears in the southern all black schools where the males' percentage exceeds that of the females by two percentage points. As the interracial schools become more black, the percentages of each group of students show very little change.

Few of the participating students view the new ideas to be learned in college as the least important aspect of their future experience in college. The largest percentage here is the 19% shown for the females in the southern all white schools. Generally speaking, the percentages within a group of schools are similar by sex and, in the case of the interracial schools, by race.

A final examination of Table 4-15 shows an orientation to the college experience which is clearly vocational for the majority of each group of students. To some extent, this may be a reflection of immaturity and lack of understanding with regard to the college experience. The small proportions of each group citing the stimulation of new ideas could well be viewed with alarm. Since few respondents indicated new ideas to be the least important aspect of the college experience, it would be hoped that new ideas would have been the next most important aspect of college had the respondents been able to cite a second choice.

Youth participating in the study who had previously indicated they were planning to attend college (or didn't know) were asked to select from a list of reasons for selecting a college those reasons which were applicable to themselves.

Tables 4-16 and 4-17 give the breakdown of the selections made by the respondents. The largest percentages appear for the reason,

Table 4-16

Reasons for Considering Particular College

Racial Composition of Schools	PARENTS WOULD LIKE ME TO GO THERE				GOOD COURSES IN FIELD I WOULD LIKE TO ENTER				GEOGRAPHICAL LOCATION				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	18	28	0	0	53	58	0	0	31	36	0	0	907	943
Other all White	0	0	9	22	0	0	49	57	0	0	31	35	0	0	519	651
Southern all Black	18	17	0	0	41	61	0	0	12	18	0	0	431	592	0	0
Other all Black	14	27	0	0	42	53	0	0	17	26	0	0	733	1041	0	0
1-20% Black	11	23	18	27	37	55	51	56	23	29	39	43	134	150	2642	2696
21-48% Black	21	24	12	25	49	48	50	63	29	23	28	36	185	533	1017	1171
51-98% Black	12	18	10	17	44	54	50	64	21	23	29	31	520	660	299	229

Table 4-17

Reasons for Considering Particular College (Cont'd)

Racial Composition of Schools	NOT TOO EXPENSIVE COSTS LESS THAN OTHERS				RATES HIGH ACADEMICALLY				FRIENDS OR KNOW OTHER PEOPLE GOING THERE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	34	29	0	0	30	35	0	0	23	24	0	0	907	943
Other all White	0	0	37	32	0	0	30	34	0	0	17	14	0	0	519	651
Southern all Black	27	28	0	0	21	27	0	0	10	9	0	0	431	592	0	0
Other all Black	25	31	0	0	23	25	0	0	14	10	0	0	733	1041	0	0
1-20% Black	22	27	36	32	26	18	31	33	18	18	26	25	134	150	2642	2696
21-48% Black	36	26	34	7	27	20	27	34	20	15	19	22	185	533	1017	1171
51-98% Black	28	32	28	19	15	22	24	40	10	12	12	15	520	660	299	229

"it offers good courses in the field I want to enter." While the percentages of both males and females are large (the smallest is 41%), the females are somewhat more likely to select this reason for choosing a particular college. In each case, the females' percentages exceed those of the respective males. The largest variation between the male and female percentages appears in the southern all black schools where the variation is 20%. Comparing the percentages of the students attending segregated schools, it my be seen that, with the exception of the southern segregated schools where the black females' percentage exceeds that of the white females, the black students' percentages are smaller than those of the white students of the same sex.

Within the groups of interracial schools, the white percentages exceed the black percentages (same sex) with each group of these schools. As the enrollments in the interracial schools shift in the direction of becoming more heavily black, the majority of the percentages show changes. The percentages of the black males and females show an irregular pattern. The black males increase from 37% in the 1-20% black schools to 49% in the 21-48% black schools, dropping in the 51-98% black schools to 44% or an "up and down" pattern. The black females, however, show a "down and up" pattern. Here, 55% of the black females in the 1-20% black schools are considering a particular college because "it offers good courses in the field I want to enter," and this percentage decreases to 48% in the 21-48% black schools, increasing again in the 51-98% black schools to 54%.

White females in these interracial schools show a consistent increase pattern, going from 56% of their number in the 1-20% black schools to 63% in the 21-48% black schools, on to 64% in the 51-98% black schools. White males, on the other hand, show virtually no change in the percentages of their numbers who are considering a particular college because "it offers good courses in the field I want to enter" as the in erracial schools become more black.

The "geographical location" of a college was selected frequently as a basis for considering entering a particular college by sizeable percentages of each group of the respondents. It is apparent that, for the most part, white students are somewhat more likely than black students to indicate "geographical location" as an important consideration in choosing a college. The variation between the percentages of the black students and those of the white students is most noticeable when the all black schools are compared with the all white schools. Here, the variation in the black and white percentages (same sex) ranges from ten to eighteen percentage points.

Generally speaking, too, females appear more likely than males to place a degree of importance on the "geographical location" of the college they are planning to enter, although the variation in the male and female (same race) percentages is not large.

As the racial composition of the interracial schools shifts in the direction of becoming more black, the "geographical location" of prospective college becomes less important, since all of the percentages

decrease. The largest decrease appears for the white females who go from 39% in the 1-20% black schools down to 29% in the 51-98% black schools.

Another of the listed reasons for considering a particular college chosen frequently by the participating high school seniors was "not too expensive; costs less than others." When the percentages of the students attending all white schools are compared with those attending all black schools, it is apparent that the white percentages exceed those of the black students (same sex) somewhat. The largest variation in these percentages appears for the males in the other all black and other all white schools where the percentage variation is twelve percentage points.

This same pattern appears in the interracial schools among those students attending schools where the racial composition is 1-20% black. However, among the remaining groups of students, the percentages of black students exceed those of white students (same sex). As the interracial schools become more black, the percentages of the students who are considering a particular college because "it costs less than others" show some changes. Black males' and females' percentages increase as the racial composition of their schools becomes more black, whereas the white students' percentages decrease. White females show a significant drop from 32% in the 1-20% black schools to 7% in the 21-48% black schools.

Among white students, males are more likely than are females to give "not too expensive" as a reason for considering a particular college. This holds in both all white and interracial schools. The pattern is somewhat different for black students for, in general, larger percentages of black females than black males indicate they are contemplating attending a particular college because "it is not too expensive."

The fact that the particular college being considered for entrance "rates high academically" was given as a reason for such consideration by sizeable percentages of the groups of students. Clearly, white students attending either segregated or interracial high schools cite this reason more so than do black students. Among white students, females are more likely than are the males to consider a college because "it is rated high academically." The black students show a mixed pattern in this regard. Black females attending all black schools show larger percentages of their members citing the high academic rating of a college as a reason for their considering it, whereas in the interracial schools the black males are more likely to choose this reason with the exception of the 51-98% black schools where the reverse appears. As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of the females, black and white, increase while those of the males, black and white, decrease.

As would be expected, only males cite "it's strong on athletics" as a reason for considering a particular college with any degree of frequency. Black males, especially those attending interracial high schools, are more likely to indicate this reason than are white males. As the interracial schools become more black, the percentages of the

black and white males decrease with the black males' percentage decreasing by half.

Few of the studied students indicated that they were considering a particular college because "their parents wished them to do so." In all but one case, females are more likely to cite their parents' wishes as a reason for considering a particular college; this is especially apparent among white females. The black males attending southern all black schools show 18% of their number indicating the above reason for considering a particular college as opposed to 17% of the females. However, both of these percentages are low, and the variation between them is almost non-existent.

Viewing the percentages in terms of race shows that there is no consistent pattern here. In the interracial schools the percentages of the black males are similar to those of the white males within the same group of schools with the exception of the 21-48% black schools where the black males' percentage is 21% as compared with 12% for the white males. The remaining percentages in these schools (same sex compared by race) are quite close.

As the racial composition in the interracial schools shifts in the direction of becoming more black, the percentages of the black females and white males and females who are considering a particular college because their parents would like them to go there decrease. The black males show an increase followed by a decrease; i.e., their percentage in the 21-48% black schools is very nearly twice that in the 1-20% black schools and then it drops to 12% in the 51-98% black schools.

"Other friends are going there or know people there" was chosen by comparatively few of the respondents as a reason for considering a particular college. In general, this reason is more likely to be cited by white students and females rather than males. Concerning the tendency of white students to choose this reason, they are more likely to have friends who are in college or are going to go to college than are black students. As the interracial schools become more black, all of the percentages decrease. While the possibility exists whereby students in the 51-98% black schools simply attach less importance to going to college with their friends or where they have friends, it is more probable that these students have few friends in college or who are planning to go.

Very few of the queried students cited "because of my race" as a reason for considering a particular college. As would be expected, the percentages of white students indicating this reason are 1% or less. Black students, too, show very small percentages of their numbers choosing their race as a basis for the consideration of a college. The largest percentage, 5%, appears for the black females in the 1-20% black schools. Interestingly, the percentages of black males and females attending interracial schools who cited this reason decrease as these schools become more black.

The percentages of each group of students citing "my grades are not good enough to get into other colleges" are fairly small with the largest being 18% shown for the black males in the 51-98% black schools. It is apparent, though, that males of both races are more likely to cite this reason for considering a particular college than are the females. It should be noted that the percentages of the black and white students, same sex, are quite close to one another within the same group of interracial schools and when the segregated schools are compared. As the racial composition of the interracial schools shifts in the direction of becoming more black, the percentages of each group of students within these schools increase. These increases are greater among the males than the females. The largest increase appears among the black males who go from 8% of their number in the 1-20% black schools to 18% in the 51-98% black schools.

The remaining listed reason for considering a particular college, "teachers or guidance counselors suggested it," was cited by no more than 15% of any group of students. Apparently, few of the participating students had counselors who suggested colleges for them to consider or, if such were suggested to them, few acted on these suggestions or considered it important to do so.

While the percentages are quite similar when viewed within a given group of schools by race or sex, the females' percentages do exceed those of the males, though by small variations. In general, too, more white than black students cite "teachers or counselors suggested it" as a reason for considering a college. The exceptions to the foregoing appear in the 1-20% black schools where the black percentages exceed those of the white students somewhat and, also, where comparing the other all black schools with the other all white schools. Again, the black percentages exceed the white ones somewhat. As the interracial schools become more black, the percentages of the black males and females show virtually no change, whereas among the white students there is a slight increase in their percentages. The increase pattern is not consistent as the increase was larger in the 21-48% black schools and then dropped off in the 51-98% black schools.

Those youth who had indicated they did intend to go to college and those who indicated they did not know if they intended to go to college were asked to respond to the following questions: Have you written to a college for admission information? Have you submitted an application of admission to a college? Have you been accepted by a college?

Table 4-18 shows the percentage breakdown of the responses for the students by the racial composition of the schools. The percentages of students who have requested admissions information from a college are quite high for all of the students in each group of schools. The largest percentage appears for the females in the southern all white schools (82%) with the next largest percentage appearing among the females attending other all white schools (80%).

It is interesting to note that with only one exception the percentages of females who have written for admissions information,

Table 4-18

Progress Towards College Entrance

Racial Composition of Schools	WRITTEN FOR COLLEGE INFORMATION				APPLIED FOR ADMISSION TO COLLEGE				ACCEPTED BY A COLLEGE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	70	82	0	0	62	68	0	0	52	61	0	0	718	610
Other all White	0	0	75	80	0	0	56	68	0	0	45	59	0	0	368	323
Southern all Black	74	75	0	0	54	57	0	0	27	35	0	0	291	450	0	0
Other all Black	59	69	0	0	52	57	0	0	35	39	0	0	489	671	0	0
1-20% Black	66	69	65	75	53	57	68	75	30	38	47	56	80	74	1791	1486
21-48% Black	65	68	64	79	57	54	57	76	39	31	47	70	129	340	646	630
51-98% Black	69	74	66	78	57	62	63	67	28	46	44	54	316	421	139	81

submitted applications, and who have been accepted by a college exceed those of the males of the same race within each group of schools. The exception appears in the 21-48% black schools where 39% of the black males and 31% of the black females have been accepted by a college.

Looking across Table 4-18 from left to right, there is a clear downward trend for all but one group of students from writing for admissions information to being accepted by a college. The exception to this trend appears in the 1-20% black schools where there is a slight upward movement among white males from writing for admissions information to submitting an application, although the percentage does drop off in the accepted for college column. This same trend appears in the all white and all black schools. The downward movement is greater in the southern all black schools than in the southern all white schools.

Generally speaking, the percentages of each group of black students who have initiated the necessary steps towards entering a college decline more than those of white students, but the pattern is not consistent, especially in the interracial schools.

Considering the changes in the percentages of black and white students attending interracial schools, as the racial composition of these schools shifts in the direction of becoming more black, it is apparent that these percentages do show some changes. The percentages of both black and white students in the interracial schools who have written for college admissions information increase somewhat as these schools become more black. The same pattern also appears for black males and females who have submitted applications to colleges and black females who have been accepted by colleges. A decrease pattern is shown among white students who indicate they have applied for admission to college. These students show a similar pattern for the question, "Have you been accepted by a college?" as do the black males. Interestingly, here, the black males and the white students in the 21-48% black schools show an increase in their percentages over the 1-20% black schools and then decrease to a figure below that shown in the 1-20% black schools.

The decrease in the percentages of students who request admissions information when compared with the percentage of those who submit applications and have been accepted by a college is not unusual. Several factors are thought to be operating here. First, some of the students who wrote for admissions information may not have submitted applications but plan to; some may have submitted applications and not yet been accepted; and some may have been rejected by a college but still hope to be accepted elsewhere. Then, too, some of the respondents may fully intend to go to college at some future date but not immediately following their graduation from high school; therefore, they would not necessarily complete the college entrance procedures.

However, the investigator speculates that the downward trend is more likely due to students who want to go to college but who do not follow through in initiating the steps necessary for acceptance in college. This being the case, it would appear that these students

Table 4-19

Factor Most Important in Selecting a College

Racial Composition of Schools	HIGH SCHOOL GRADES				PARENT'S WISHES				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	31	40	0	0	15	9	0	0	907	943
Other all White	0	0	41	57	0	0	12	5	0	0	519	651
Southern all Black	42	33	0	0	15	13	0	0	431	592	0	0
Other all Black	53	48	0	0	13	11	0	0	733	1041	0	0
1-20% Black	50	61	41	50	18	10	11	5	134	150	1071	2696
21-48% Black	46	47	44	50	15	17	14	7	185	533	1017	1171
51-98% Black	55	52	61	67	15	11	10	4	520	660	299	229

Table 4-20

Factor Most Important in Selecting a College (Cont'd)

Racial Composition of Schools	RELIGION				WHAT I HEARD FROM FRIENDS				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	16	14	0	0	26	23	0	0	907	943
Other all White	0	0	16	12	0	0	23	17	0	0	519	651
Southern all Black	15	23	0	0	19	23	0	0	431	592	0	0
Other all Black	12	18	0	0	14	18	0	0	733	1041	0	0
1-20% Black	12	11	15	15	13	11	19	17	134	150	1071	2696
21-48% Black	11	14	15	17	17	15	19	17	185	533	1017	1171
51-98% Black	11	14	8	7	14	18	17	15	520	660	299	229

have educational aspirations and goals which exceed their actual expectations. It is thought that black students are more likely to be in this category than are white.

The students who plan to go to college were asked to select from the following list of factors the one which was most important to them in selecting a college. The list is: high school grades, parents' wishes, financial situation, religion, field want to enter, information from friends, information from teachers or guidance counselors, geographical location, and other.

Tables 4-19 and 4-20 show the breakdown of the percentages of each group of students (by race, sex, and racial composition of their schools) who selected four of the factors as being most important in their choice of a college. High school grades was indicated most often by each group of students as being the most important factor determining their choice of a college. The percentages range from a low of 31% to a high of 67%. A consideration of the responses by race shows that males in all black schools are more likely than white males to regard their high school grades as the single most important factor in their choice of a college, whereas the reverse is shown among females in these schools. The pattern by race within the interracial schools is uneven. Here, black males show larger percentages of their numbers selecting this factor in two groups of schools (1-20% and 21-48% black) than do white males. However, in the 51-98% black schools the reverse appears. Among the females, white females cite this factor as being singly most important in their choice of a college in two of the three categories of interracial schools. The exception occurs in the 1-20% black schools where over 10% more black females than white females indicate their high school grades were the single most important factor in their college choice.

An examination of the responses by sex shows that among white students in both segregated and interracial schools, females cite this reason more so than do males. With two exceptions this pattern is reversed among black students. The females' percentages exceed those of the males only in the 1-20% and 21-48% black schools. As the racial composition of the interracial schools becomes more heavily black, the percentages of each group of students who indicate their high school grades were the single most important factor determining their choice of a college increase with one exception. The exception appears for black females. Here, their percentages decrease from 61% in the 1-20% black schools to 52% in the 51-98% black schools. All of the remaining groups show increases in their percentages as these schools become more black.

The next most often cited factor considered to be most important in the choice of a college would appear to be (for most of the groups) information from friends. The percentages of each group of students are much smaller than for the most often cited factor, my high school grades. The percentages here range from 11% (black males, 1-20% black schools) to 26% (white males, southern all white schools).

A consideration of the data by race (same sex) shows that white males attending all white schools are somewhat more likely than are

the black males in all black schools to cite information from friends as the single most important factor in their choice of a college. A comparison of the black and white females' percentages in the segregated schools shows these percentages to be quite similar (within southern and other all black schools).

Within the interracial schools the percentages of each group of students citing information from friends as most important are fairly close by race and sex. The white males' percentages do exceed those of the black males, but the variation in the percentages (within a particular group of schools) is small. White females also exceed black females in all but the 51-98% black schools. It should be noted again that the variations in the black and white percentages are small.

Within each group of schools (by racial composition) the males are more likely to cite information from friends as the single most important factor determining their choice of a college than are females (same race), although there are exceptions. These appear in the all black schools (both groups) and in the 51-98% black schools, once again with small differences in the percentages. The percentages of the numbers of each group of students within the interracial schools show very small changes as black students become the majority race in these schools. The percentages of the black students show small increases while white students' percentages decrease somewhat.

Some of the responding high school seniors cited religion as the single most important factor determining their choice of a college. However, the percentages of each group of students who selected this factor are not large. The percentages range from 7% of the white females attending high schools that are 51-98% black to 23% of the black females attending southern all black schools.

A comparison of the data in terms of race shows the percentages (same sex within a given group of schools) to be fairly similar. The black females attending all black schools are somewhat more likely to cite religion as being a prime factor in their choosing a college than are white females attending all white high schools. Black females in the segregated schools have percentages that are larger than those shown for each of the other groups of students.

Within the interracial schools, while the percentages are similar by race, white students tend to cite religion more so than do black students with the exception of the 51-98% black schools. Here, the black percentages exceed the white percentages. Among the black students, the percentages of their numbers who indicate religion was a major factor in their choice of a college are very close when compared by sex as are those of the white students. As the interracial schools show a shift in their racial composition in the direction of becoming more black, the percentages of the white students decrease by very nearly half while those of the black students show little change.

The remaining factors listed in the questionnaire, finances, race, field want to enter, teachers, and geographical location, were

cited as being most important in determining the choice of a college by very small percentages of each group of students. Of these, only finances and geographical location show percentages of more than 1%.

Interestingly, race and field wish to enter were cited by the smallest percentages of all the groups of students. It would be expected that field wish to enter would have been cited more often, especially since so many of the respondents view college as preparation for job and/or career.

With regard to post high school career and educational aspirations, we find that most students would prefer to attend and complete college. College graduation as a preference is expressed most frequently by white students in all white schools (both southern and elsewhere) and least frequently among white students in schools which are predominately black. The variation among white males is 27% with a high of 66% preferring college graduation among white male students in southern all white schools and a low of 39% among white males in schools with 51-98% black students. The variation among black males is only 9% with a high of 58% among black males in schools that are 21-48% black and a low of 49% among black males in all black non-southern schools: generally, females are less likely than males to express a preference for college graduation. With one exception (schools which are 1-20% black), black females express higher educational aspirations than do white females. The group least likely to aspire to college graduation is the female in the 51-98% black schools, similar to the case with white males in such schools.

Comparisons of aspirations and expectations show some interesting differences. Generally, there is less of a descrepancy between the college going aspirations and expectations of females than of males. Such might be expected since females were less likely to express a college preference, and they may well be a very select group since, in many cases, particularly in lower income families, the son is given first preference in higher education decisions. Among males, in every instance, no matter the racial composition of the school, it is the black student who shows the greatest gap between aspirations and expectations. The differences are a low of 9% for white males in southern all white schools to a high of 20% among black males in schools which have a 1-20% black student enrollment. The variations among female students are less dramatic: a low discrepancy of 6% among white females in all southern white schools and a high of 11% among black females in all black southern schools.

No doubt, part of the variation can be explained by differences in the types of colleges students seek to enter. Obviously, those seeking entrance into prestigious institutions might be less certain than those seeking entrance into any type of four year college. While we do not have data on college choice, we do know that black students, more so than white students, not only report lower grade point averages but are also more likely to report that level of accumulated grades did influence their choice of college. Hence, we would propose that even though black students are applying to less prestigious schools, they are still more doubtful than whites that they will gain admission.

Black females are more likely than white females to desire and expect a post high school role which is not wife or mother.

While the difference between males and females in those planning to go to college is 14% (63% for males and 49% for females), the difference between black students is 2% with black females more likely (59%) than black males (57%) to express such college going plans.

Major reasons which are perceived as blocking college going plans are the taking of a full-time job and poor grades. Few students suggest that either parental or teacher opposition are important factors.

The occupational aspirations of this group are quite high with the majority preferring either professional or technical careers. The aspirations of black males tend to be higher than those of white males with the exception of black males in all black southern schools. Occupational aspirations tend to be lower for females, but black females express a preference for higher skill occupations than do white females.

In interracial schools the lowest aspirations are expressed by white males, most particularly in schools which are predominately black. Unlike data dealing with more affluent in-school adolescents, our data show little in the way of altruism and idealism when students discuss important characteristics of work. Most stress the importance of job security and rapid promotion. Females are more inclined than males to rate the importance of helping others and a chance to be creative and original. Blacks, particularly males, place a greater emphasis on "a chance to be my own boss" than do white males.

These students seem quite optimistic about their futures. Generally, they see few barriers to goal achievement which are not controlled by the individual. If they fail, it is more a result of their own inadequacies than that of the society. Females appear somewhat more confident than males.

Again, unlike more middle class youth, these students cite "preparation for making a living" as the most important thing they hope to get from college. They are far less likely to mention social life or "the stimulation of new ideas." College is seen as the place which will provide the individual with the credentials required for entrance into the good life. It is a continuation of high school, and the emphasis is supposed to be upon vocational and occupational training.

Finally, our data show that despite their college going aspirations or intentions, many of these students, particularly black students, had not been accepted into college. Keeping in mind that these data were collected in the final weeks of their final term, it would seem safe to say that many did not gain entrance into the college of their choice or, for that matter, any four year college. At the time the data were collected, about a third of the students who had written for college applications were not yet accepted by a college. Generally,

blacks, more so than whites, reported no college acceptance. Almost half the males (47%) and 40% of the females in all black southern schools say they were not yet accepted. The smallest discrepancy between those who wrote away to a school and report acceptance is found among whites in all white southern schools and schools which were less than 50% black.

Chapter 5

Personal Influence in Educational-Occupational Decision Making

Hopefully, high school youth do have persons from whom they can seek assistance in making important decisions concerning their futures. Chapter 5 will discuss data which deal with the respondents' experiences and perceptions of seeking such assistance from their parents, teachers, and friends.

The majority of each group of students, by race, sex, and racial composition of their schools, view their mothers as being both willing and able to help them make the right decision concerning their plans for college and/or a job. Table 5-1 gives the breakdown of the percentages of each group of students who indicated that their mothers were both willing and able to help them as well as those who said their mothers were willing to help but, for some reason, did not assist them in career decisions.

Females are somewhat more likely than males to indicate their mothers are both willing and able to assist them with their college/job decisions. The females' percentages range from 76% to 87%, while those of the males range from 70% to 79%. The percentages of white females exceed those of black females in the interracial schools, and the same pattern appears when the segregated schools are compared. As the interracial schools become more black, respondents attending these schools are more likely to see their mothers as able and willing to provide assistance with college/job decisions.

The percentages of each group of students who perceive of their mothers as being willing to help them make decisions concerning their college/job plans but unable to do so are fairly low; the highest is 26% for the males attending southern all black schools. The mothers' inability to help their sons and daughters is in all likelihood caused by the mothers' lack of knowledge and experience concerning college and jobs. They may also lack knowledge as to where and from whom their children could seek such information. In many cases, too, the mothers classified as willing but unable to help their children could be just too caught up in the day to day tasks of keeping their own jobs, meeting the food, clothing, and shelter needs of their families to be able to give much in the way of assistance for their children's futures.

Males are more likely to view their mothers as willing but unable to help them with their college/job decisions than are females, and black students are more likely to hold this view than are white students (same sex) regardless of the racial composition of their schools. The variation in the male/female responses is larger among the white students, and the black/white variations are larger among females.

As the racial composition of the interracial schools shifts in the direction of becoming more black, black males and females are

Table 5-1

Mothers' Ability and Willingness to Assist with College/Job Decisions

Racial Composition of Schools	ABLE AND WILLING				WILLING NOT ABLE				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	79	85	0	0	19	11	0	0	865	907
Other all White	0	0	75	83	0	0	19	11	0	0	456	549
Southern all Black	70	76	0	0	26	22	0	0	396	553	0	0
Other all Black	75	77	0	0	23	18	0	0	602	938	0	0
1-20% Black	70	76	78	83	23	20	17	11	113	136	2506	2603
21-48% Black	76	76	73	81	21	20	23	14	168	489	960	1133
51-98% Black	76	79	78	86	20	16	17	9	472	615	284	215

Table 5-2

Talk to Mother

Racial Composition of Schools	WOULD LIKE IT				WOULDN'T CARE				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	72	85	0	0	21	9	0	0	862	907
Other all White	0	0	60	79	0	0	27	15	0	0	460	538
Southern all Black	87	89	0	0	10	5	0	0	389	550	0	0
Other all Black	82	87	0	0	12	8	0	0	595	934	0	0
1-20% Black	72	80	61	80	21	13	30	14	112	138	2502	2596
21-48% Black	83	89	65	78	8	7	26	14	169	484	959	1126
51-98% Black	82	88	64	82	11	7	24	13	468	611	284	214

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less likely to indicate their mothers are willing but not able to help them with college/job decisions. The white students attending these schools show an increase in the percentages of their numbers viewing their mothers as above in the 21-48% black schools as compared with the percentages shown in the 1-20% black schools. These percentages then drop back to levels very nearly the same as those in the 1-20% black schools. This item in the questionnaire (see appendix) also included two additional options with which to describe the participants' mothers' efforts to help them in their college/job decisions. These were "able but not willing" and "not able and not willing." Less than 4% of each group (by race, sex, and racial composition of the schools) indicated their mothers' efforts could be described by either of these options.

Clearly, the majority of the participating students perceive their mothers to be both willing and able to help them with decisions concerning their futures with respect to college and/or jobs. The next larger percentages appear for those students who indicate their mothers are willing to help them but cannot. Again, the mothers are viewed as being positive and as helpful as they can be.

The high school seniors taking part in this study were asked to respond to the following question: "If you had to talk with your mother about your plans for college or a career, would you like to talk with her, would you dislike it, or wouldn't you care one way or another?" Table 5-2 shows the breakdown of the percentages of each group of students (by race, sex, and racial composition of their schools) who indicate they would like to talk with their mothers about their college and career plans and those who indicate they wouldn't care one way or another.

Black students, male and female, are more likely to indicate they would like to talk with their mothers concerning their college and career plans than are white students. This is especially apparent in the segregated schools where variations in the black/white percentages are substantial. Interestingly, the black males' percentages are considerably larger than those of the white males; i.e., 15% more black than white males attending southern segregated schools would like to talk to their mothers about college plans, and 22% more black than white males attending other segregated schools indicated similar feelings. The aforementioned pattern also appears among students attending interracial schools. Here, too, the variation in the black/white males' percentages is greater than that of the females.

An examination of Table 5-2, with respect to sex, shows that in each case females tend to indicate they would like talking with their mothers about their college/career plans more so than do males, regardless of race or racial composition of their schools. However, the variation in the male/female percentages is greater among white students. As the racial composition in the interracial schools becomes proportionately more black, the percentages of all the groups of students (by race and sex) increase. This increase is larger among black students.

Table 5-3

How Often Seek Assistance from Mother in College/Job Decisions

Racial Composition of Schools	VERY OFTEN				OFTEN				SOMETIMES				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	16	39	0	0	30	29	0	0	26	17	0	0	863	905
Other all White	0	0	11	34	0	0	25	30	0	0	30	23	0	0	459	537
Southern all Black	19	39	0	0	30	32	0	0	27	17	0	0	392	553	0	0
Other all Black	24	36	0	0	29	28	0	0	24	21	0	0	592	934	0	0
1-20% Black	18	30	13	34	27	25	27	31	27	25	28	2?	113	138	2307	2595
21-48% Black	24	36	13	33	28	33	25	27	24	17	27	23	168	485	960	1125
51-98% Black	23	35	12	35	29	31	27	26	26	18	29	20	472	614	283	212

The percentages of the groups of students who "wouldn't care one way or another" about having to talk with their mothers concerning college/career plans are larger among white students, and males' percentages exceed those of the females in each group of schools. As the interracial schools become more black, the percentages of each group of students indicating they wouldn't care one way or another if they had to discuss their college/career plans with their mothers decrease. Black students show a decrease that is proportionately greater than that of the white students.

Clearly, the majority of the participating students would like to talk with their mothers about their college/career plans. When the percentages of each group who wouldn't care one way or another are added to the respective percentage who would like to talk with their mothers, the combined percentages total well over 90% of each group. Therefore, these students perceive of their mothers as being positive with regard to their future plans.

Table 5-3 shows the percentage breakdowns of the responses to the question, "How often did you actually go to your mother for help in making a decision about college or a job?"

Females are more likely than males to indicate they seek help from their mothers concerning college and job decisions, and this holds for both races. Among white students, the females' percentages are two to three times greater than those of the respective males. Among black students, the variation in the male/female percentages is less pronounced. In each case, black males are more likely to talk with their mothers "very often" than are white males. However, the pattern is slightly different among the females. Here, too, blacks exceed whites, but the variation in the percentages (within each group of schools) is low. As the proportion of black students attending mixed race schools increases, the percentages of black students who talk with their mothers about college/job plans increase, whereas the white students in these schools show little change.

The percentages of each group of students indicating they talk with their mothers concerning college/job plans "often" are very close to their corresponding group by sex and race. With three exceptions, the females' percentages exceed those of the respective (same race) males, but the variations here are small. As the interracial schools become more black, the percentages of black students and white males increase somewhat while those of white females decrease.

Males, both races, indicated they "sometimes" talk with their mothers more often than do females. Viewing the responses by race shows the percentages within a group of schools, by sex, to be quite close. Also, as the interracial schools become more black, the percentages of each group of students indicating they "sometimes" discuss career/job plans with their mothers show little change.

A combination of the "very often," "often," and "sometimes" responses for each group of students by race, sex, and racial composition of their schools shows around 80 to 85% of the black and white females

Table 5-4

Fathers' Ability and Willingness to Assist with College/Job Decisions

Racial Composition of Schools	ABLE AND WILLING				ABLE BUT UNWILLING				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	81	82	0	0	13	9	0	0	757	800
Other all White	0	0	80	81	0	0	14	8	0	0	411	471
Southern all Black	66	71	0	0	22	15	0	0	307	415	0	0
Other all Black	69	68	0	0	18	17	0	0	478	717	0	0
1-20% Black	67	70	81	81	22	19	12	8	99	103	2278	2332
21-48% Black	71	67	73	78	13	18	16	12	134	371	837	994
51-98% Black	65	67	79	80	20	16	10	7	364	472	258	181

to have chosen these terms to describe the frequency of their talking with their mothers about their college/job plans. Black males are also apt to choose these terms; 70 to 80% of their number do so, while somewhat less than 70% of each group of white males responded in this manner.

Therefore, females are more likely to discuss college/job plans with their mothers than are either black or white males. Among males, black males are somewhat more likely than white males to do the same.

The participating high school youth were also asked to indicate their fathers' willingness and ability to assist them with decisions relevant to college/job. Table 5-4 shows the breakdown of the percentages of each group of students (by race, sex, and racial composition of their schools) indicating they perceive their fathers as being "willing and able to help me decide" and "willing but not able to help me."

White males and females are more likely to indicate their fathers are both willing and able to assist them in making decisions necessary for college and/or jobs than are black males and females. The percentages of the white students attending both segregated and interracial schools range from 78% to 82% of each group. The white females' percentages are somewhat larger than those of the males.

While the black percentages are somewhat lower than the white percentages, they range from 66% to 71% of each group of white students; therefore, as with white students, the largest proportion of each group feels their fathers are both willing and able to assist them in making college/job decisions, and this holds for both races and sexes, regardless of the racial composition of their schools.

In general, black students tend to indicate their fathers are willing but not able to help with college/job decisions more than do white students. Males are more likely to view their fathers as willing but unable to help them than are the respective females (by race and within the same group of schools). As the interracial schools become more black, the percentages of each group of students indicating their fathers are willing and able or willing but not able to assist with college/job decisions show little change; only a slight downward trend appears.

Table 5-5 gives the breakdown of the responses (by race, sex, and racial composition of the schools) to the question, "If you had to talk with your father about your college/career plans, would you like to talk with him, would you dislike it, or would you care one way or another?" The major portion of each group of high school seniors, from 63 to 77%, indicate they would like to talk with their fathers regarding their college/career plans. The remaining responses are fairly evenly divided between "would dislike it" and "wouldn't care one way or another."

With one exception, black males are more likely to indicate they would like to talk with their fathers concerning their college/career

Table 5-5

Talk to Father

Racial Composition of Schools	WOULD LIKE IT				WOULD DISLIKE IT				WOULDN'T CARE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	74	76	0	0	9	10	0	0	17	13	0	0	752	799
Other all White	0	0	67	70	0	0	10	12	0	0	24	18	0	0	414	472
Southern all Black	75	77	0	0	8	12	0	0	17	11	0	0	305	417	0	0
Other all Black	73	71	0	0	11	14	0	0	17	15	0	0	472	714	0	0
1-20% Black	71	66	65	72	14	14	11	11	14	20	24	17	98	103	2284	2324
21-48% Black	75	71	63	70	8	16	14	12	16	13	22	18	133	369	841	991
51-98% Black	68	67	66	69	14	18	13	12	19	15	22	19	363	472	259	181

plans. The exception appears in the southern all black schools. White students show the reverse pattern with females indicating they would like to talk with their fathers more than do males.

As the interracial schools become more black, the percentages of black males and females show an increase in the 21-48% black schools over the 1--20% black schools. The males' percentage then drops in the 51-98% black schools to a point somewhat lower than that in the 1-20% black schools (67% in the 51-98% black schools and 71% in the 1-20% black schools). White females show a small but consistent decrease in the percentages of their numbers who indicate they would like to talk with their fathers regarding their college/career plans.

As was mentioned earlier, the percentages of each group of students indicating they would dislike or wouldn't care one way or another if they had to talk with their fathers about decisions concerning college/career plans are fairly evenly split between these two options. However, white males are more likely than the other groups not to care and more likely not to care than dislike talking with their fathers.

With few exceptions, high school seniors are more likely not to care than dislike talking with their fathers concerning college/career plans. Where the percentage is larger for disliking talking with the fathers, the variation in the dislike/don't care percentages is very small.

It is interesting to note that with few exceptions larger percentages of the groups of students would like talking with their mothers concerning college, etc. than would like talking with their fathers (see Table 5-2). This is especially apparent among black students, and it holds for white females, while white males are somewhat more likely to prefer talking with their fathers, although the variation in the would like mother/father percentages is small here.

The respondents were asked to indicate how often they actually did talk with their fathers concerning their college/job plans. They could choose very often, often, sometimes, seldom, or never. Table 5-6 gives the breakdown of the responses for very often, often, and sometimes.

Within each group of students by race, sex, and racial composition of the schools, the combined percentages (very often, often, sometimes) are well below 80% of each group. White females are more likely to indicate they talk with their fathers about college, etc. very often than are white males and black students. Females, both black and white, indicate they talk with their fathers very often more so than do the respective males, and this holds in both the segregated and interracial schools. The variations in the male/female percentages are larger for the white students in both types of schools by racial composition than for the black students. As the interracial schools become more black, white students and black females show slight increases in their percentages while black males show a slight increase-decrease pattern.

Table 5-6

How Often Seek Assistance from Father in College/Job Decisions

Racial Composition of Schools	VERY OFTEN				OFTEN				SOMETIMES				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	22	25	0	0	27	27	0	0	24	22	0	0	758	799
Other all White	0	0	20	23	0	0	24	23	0	0	28	24	0	0	414	472
Southern all Black	13	16	0	0	20	29	0	0	35	24	0	0	308	419	0	0
Other all Black	18	19	0	0	23	21	0	0	24	23	0	0	474	717	0	0
1-20% Black	13	14	18	22	26	18	26	26	23	24	27	25	99	103	2278	2333
21-48% Black	17	18	17	23	23	20	24	24	26	25	25	23	133	371	842	993
51-98% Black	13	17	20	26	23	22	25	20	24	22	26	22	368	474	261	180

In most cases, the percentages of each group of students indicating they often consult their fathers on matters in connection with their college/job plans are quite close when viewed by race and sex. This is especially apparent among the white students attending both segregated and interracial schools.

The above also holds for those high school seniors indicating they sometimes talk with their fathers about their college/job plans, i.e., within a group of schools the black/white and male/female percentages are quite similar respectively. Black students attending southern all black schools prove to be an exception to the above. Here, a larger proportion of males than of females sometimes discusses college/job plans with their fathers.

Comparing the percentages of each group of students who indicate they talk with their mothers about college/career plans "very often" (Table 5-2) with those of the students who talk with their fathers "very often," it is apparent that all of the students discuss college/career plans with their mothers more often than with their fathers. This is especially true for females of both races. The difference in the percentages of black females talking with their mothers "very often" compared with talking with fathers "very often" is quite large and can be explained, in part, by the fact that black students are more likely than white students to have indicated there is no father present in the home. White females also show larger percentages of their numbers talking "very often" with their mothers rather than fathers. While white males indicate "very often" with respect to their fathers more often than their mothers, the variations in these percentages are not large. Apparently, they do not discuss college, etc. with either parent "very often."

Table 5-7 shows the breakdown by race, sex, and racial composition of the schools of the percentages of each group of students who indicate there are no black teachers or counselors in their schools.

As would be expected, the largest percentages of students having no black teachers in their schools appear in the all white schools with the southern all white schools showing 95% of these students claiming there are no black teachers. In like manner, the smallest percentages are found in the all black schools since all black schools almost always have all black faculties.

The percentages of all the students attending interracial schools who have no black teachers decrease substantially as these schools become more black. Therefore, schools that are heavily black in terms of their racial composition of the student body are more likely to have black teachers and counselors.

Students who indicated their schools had black teachers and/or counselors were asked to rate these teachers and counselors on their ability and willingness to assist the students with their college/job decisions. Table 5-8 shows the percentages of each group of students

Table 5-7

No Black Teachers

Racial Composition of Schools	NO BLACK TEACHERS				N's			
	Black		White		Black		White	
	M	F	M	F	M	F	M	F
	%	%	%	%				
Southern all White	0	0	94	95	0	0	907	943
Other all White	0	0	55	47	0	0	519	651
Southern all Black	0	0	0	0	431	592	0	0
Other all Black	0	0	0	0	733	1041	0	0
1-20% Black	11	9	46	40	134	150	2642	2696
21-48% Black	3	2	5	4	185	533	1017	1171
51-98% Black	1	1	2	0	520	660	299	229

Table 5-8

Black Teachers' Ability and Willingness to Assist with College/Job Decisions

Racial Composition of Schools	ABLE AND WILLING				NEITHER ABLE NOR WILLING				N's			
	Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%				
Southern all White	0	0	42	100	0	0	50	0	0	0	12	12
Other all White	0	0	74	88	0	0	15	8	0	0	144	202
Southern all Black	90	90	0	0	2	1	0	0	417	578	0	0
Other all Black	90	90	0	0	2	1	0	0	604	960	0	0
1-20% Black	90	93	85	92	1	2	6	2	105	121	1102	1272
21-48% Black	92	92	84	90	1	3	6	2	170	465	833	983
51-98% Black	92	91	83	90	1	1	8	3	471	626	276	212

who perceive of the black teachers and counselors in their schools as being willing and able or not able and not willing to help them in making decisions concerning their college or job plans.

With the exception of white students attending segregated schools, the majority of the students view black teachers as being both willing and able to help them with college/job decisions. Ninety percent or more of each group of black students and of white females attending interracial schools so view the black teachers and/or counselors in their schools. White males in the interracial schools show 83 to 85% of their numbers regarding black teachers and counselors as helpful with respect to their college/job decisions. While these percentages are smaller than those for the respective black males and females and the white females in the interracial schools, what is interesting is that they are so much larger than the percentages for white males attending all white schools.

The percentages of white students attending southern all white schools present an unusual (comparatively) pattern. One hundred percent of the females here indicate their black teachers and counselors are both willing and able to help them with college/job plans, whereas 42% of the males in these schools hold a similar view. Fifty percent of the white males in these schools see their black teachers and counselors as being unable and unwilling to help them with college/job decisions, whereas none of the females in these schools hold this view. It should be noted, however, these percentages are for twelve (12) males and twelve (12) females; i.e., twelve (12) males and the same number of females attending southern all white schools having black teachers and counselors responded to this item.

As the racial composition of the interracial schools shifts, becoming more black, the percentages of each group of students indicating that black teachers and counselors in their schools are both willing and able to help them with college and/or job decisions show very little change.

The students who had previously indicated there were black teachers and counselors in their schools were asked to respond to the following question: "If you had to talk with a black teacher or counselor about your plans for college and/or career, would you like it, dislike it, or wouldn't you care one way or the other?

Table 5-9 gives the percentage breakdowns for these responses. Black students attending segregated or interracial schools are much more likely to "like" discussing their college/career plans with black teachers than are white students attending either type of school by racial composition. The largest proportion of black students in each group of schools would "like" talking with black teachers, whereas the largest proportion of white students attending interracial schools "wouldn't care one way or the other" about such conversations.

White students attending segregated (all white) schools show a different pattern in their responses. The largest proportion of males attending southern all white schools would "dislike" talking with

Table 5-9

Talk with Black Teachers

Racial Composition of Schools	WOULD LIKE IT				WOULD DISLIKE IT				WOULDN'T CARE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	11	38	0	0	47	31	0	0	42	31	0	0	19	13
Other all White	0	0	21	24	0	0	15	10	0	0	64	65	0	0	168	222
Southern all Black	86	86	0	0	5	4	0	0	10	10	0	0	415	574	0	0
Other all Black	81	82	0	0	2	4	0	0	17	13	0	0	609	959	0	0
1-20% Black	73	77	28	34	2	0	9	5	25	23	63	62	111	128	1276	1496
21-48% Black	67	81	33	38	2	2	10	4	30	16	58	58	171	485	913	1060
51-98% Black	75	78	28	32	3	3	13	7	22	19	60	61	473	632	287	223

Table 5-10

How Often Seek Assistance of Black Teachers in College/Job Decisions

Racial Composition of Schools	SOMETIMES				SELDOM				NEVER				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	0	8	0	0	6	15	0	0	72	69	0	0	18	13
Other all White	0	0	6	9	0	0	15	12	0	0	76	77	0	0	165	225
Southern all Black	25	33	0	0	21	17	0	0	13	12	0	0	114	575	0	0
Other all Black	23	29	0	0	21	17	0	0	11	7	0	0	606	956	0	0
1-20% Black	17	18	6	7	28	20	13	10	32	38	77	79	110	128	1273	1485
21-48% Black	20	25	12	13	21	19	18	17	34	30	65	64	171	484	913	1054
51-98% Black	29	29	18	18	20	16	22	17	18	19	49	47	476	631	288	225

black teachers concerning college/career plans, whereas 38% of the females in these schools would "like" such talks, and the remaining females' responses are evenly divided as to "dislike" and "wouldn't care." In the other all white schools, both males and females show the major proportion of their numbers "do not care."

As the black students become the majority race in the interracial schools, the percentages of each group of students indicating they would like to talk with the black teachers and counselors in their schools regarding their college/career plans show little change. This also holds for those students in these same schools who indicate they would "dislike" or "wouldn't care" about talking with their black teachers.

Therefore, with the exception of the students in southern all white schools, black students "would like" to discuss college/career plans with the black teachers in their schools, but white students "wouldn't care one way or the other." Few students indicate they would "dislike" having such discussions.

Study participants who had previously indicated there were black teachers and/or counselors in their schools were asked how often they go to the black teachers or counselors for help with their college/job decisions. Table 5-10 shows the percentages of each group of students citing "sometimes," "seldom," and "never." "Very often" and "often" were also among the choices (see questionnaire--appendix), but the responses are omitted from the table since they are considerably lower than the remaining three choices.

These responses are consistent with those shown in Table 5-9 where the largest proportion of each group of white students would "dislike" or "not care one way or the other" if they had to talk with black teachers concerning their college/job plans. Table 5-10 shows the largest proportion of each group of white students "never" talk with the black teachers and counselors. The percentages of white students attending interracial schools who never discuss college/job plans with the black teachers decrease substantially as the racial composition of these schools shifts in the direction of becoming more black.

This increase in white students talking with black teachers/counselors does not necessarily reflect a change in attitude. Rather, as schools become increasingly black, there is, in addition to the exodus of white students, an out-migration of white teachers. Hence, white students who seek or are required to seek guidance must interact with black teachers.

Black students show their largest percentages in "sometimes" and "never" columns, although these "never" percentages are smaller than those of white students. Black students attending schools where the racial composition is 1-20% black or 21-48% black are more likely to indicate they "never" talk over college/job plans with black teachers in their schools, whereas black students attending high schools with enrollments that are 51-98% black or all black are more likely to indicate they "sometimes" talk with the black teachers concerning college/job decisions.

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Table 5-11

No White Teachers

Racial Composition of Schools	NO WHITE TEACHERS OR COUNSELORS				N's			
	Black		White		Black		White	
	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	0	0	0	0	907	943
Other all White	0	0	0	0	0	0	519	651
Southern all Black	65	64	0	0	431	592	0	0
Other all Black	11	11	0	0	733	1041	0	0
1-20% Black	1	1	0	0	134	150	2642	2696
21-48% Black	8	16	0	0	183	533	1017	1171
51-98% Black	2	2	0	0	520	660	299	229

While the percentages of each group of students who discuss their college/job plans with the black teachers and counselors are low, the percentages of the black students exceed those of the respective white students. The black/white percentage variation is especially pronounced when the responses in the other all white schools are compared with those in the other all black schools. In most cases, females tend to talk with black teachers more so than males, but the male/female percentage variations are not large. As the proportion of black students attending interracial high schools increases, the percentages for each group of students show increases that are proportionately greater among white students. Therefore, it appears that white students do not avail themselves of the assistance offered by black counselors and teachers in their schools, whereas the major portion of black students will do so.

The high school seniors were asked to indicate if there were no white teachers and/or counselors in their schools. An examination of Table 5-11 shows only students attending southern all black schools to have substantial proportions of their numbers indicating no white teachers and/or counselors in their schools. Sixty-five percent of the males and 64% of the females responded in this manner. The responses in the all white schools show zero in each case as would be expected. The responses in the segregated schools, therefore, follow an expected pattern; this is that all white schools almost always have all white faculties, and a good many all black schools have all black teaching staffs.

However, the responses in the interracial schools show a curious pattern, so much so in the 21-48% black schools that the possibility the respondents misinterpreted the question exists. It is more than likely the interracial schools have both black and white teachers. Conceivably, the 1-20% black schools would have all white staffs or staffs that had more white than black teachers, while the reverse could occur in the 51-98% black schools. For these reasons, the 1% of the black males and females in the 1-20% black schools who indicate their teachers are all black is questionable. The responses of the black students attending schools where the racial composition of the student body is 21-48% black are even more questionable, especially since the white students attending these same schools indicate their teachers are all white (no one said there are no white teachers).

Table 5-12 gives the percentage breakdown of the responses indicating the students who view their white teachers and counselors as being "willing and able," "able but not willing," and "neither able nor willing" to help them with college/job decisions. Clearly, the largest proportion of each group of students within each type of school by racial composition perceive their white teachers and/or counselors to be willing and able to help them with decisions pertaining to college/job. The lowest percentage here is shown for black males attending southern all black schools (73%). Looking across Table 5-12, it is apparent that these students have misgivings or doubts about the ability and willingness of white teachers or counselors to help them with their college/job decisions. Twelve

Table 5-12

White Teachers' Ability and Willingness to Assist with College/Job Decisions

Racial Composition of Schools	ABLE ANE WILLING				ABLE NOT WILLING				NEITHER ABLE NOR WILLING				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	90	91	0	0	4	4	0	0	1	1	0	0	886	923
Other all White	0	0	87	88	0	0	4	3	0	0	1	2	0	0	451	532
Southern all Black	73	83	0	0	12	6	0	0	6	4	0	0	105	135	0	0
Other all Black	84	87	0	0	8	9	0	0	3	2	0	0	474	758	0	0
1-20% Black	85	87	88	89	11	10	7	5	1	1	2	2	123	141	2521	2609
21-48% Black	84	84	91	92	10	11	4	4	2	2	2	1	166	407	970	1146
51-98% Black	86	84	91	93	10	11	3	3	2	2	1	1	458	611	290	225

percent of their number indicate that they perceive these teachers to be able but not willing to help with college/job decisions, and 6% feel these teachers are both unable and unwilling to be of assistance.

While the percentages for each group of students are largest in the "willing and able category," in general, the white percentages exceed the black ones within each group of schools by racial composition and for the same sex. The largest variation in the black/white percentages appears when the southern all white schools are compared with the southern all black schools. Females in these schools are somewhat more likely than are the respective males to view their white teachers as willing and able with regard to college/job decisions. Again, this is especially apparent in the southern all white schools where 10% more females than males perceive their white teachers as being willing and able to assist with their college/job decisions.

The above pattern holds within the interracial schools with white students being more likely to feel their white teachers can be of assistance with their college/job decisions than are black students and females (both races) being more likely to share this perception than males. As the racial composition of these schools becomes more heavily black, all but the black females show slight increases in their percentages.

Black students are more likely to see their white teachers as able but not willing to assist them with college/job decisions than are white students. However, the percentages are quite close by sex within each group of schools with the exception of the southern all black schools.

Small percentages of each group of students perceive their white teachers to be both unable and unwilling to help them with college/job decisions. As was mentioned previously, the largest percentage so viewing their white teachers is 6% of the black males attending southern all black schools.

The high school seniors who had previously indicated their schools had white teachers and counselors were asked to indicate how they would feel should they have to talk with a white teacher concerning their college/career plans. They could choose one of the following: "would like it," "would dislike it," or "wouldn't care."

Close to half or three-quarters of each group of students by race, sex, and racial composition of the schools (Table 5-13) indicate they would like discussing college/career plans with the white teachers and counselors in their schools. The next largest percentage of each group indicate they wouldn't care one way or the other. Few of the students would dislike such discussions.

Among white students attending both segregated and interracial schools, females are somewhat more likely than males to indicate they would like to talk with white teachers and counselors in their schools concerning college/job plans. A similar pattern is shown for black

Table 5-13

Talk with White Teacher

Racial Composition of Schools	WOULD LIKE IT				WOULD DISLIKE IT				WOULDN'T CARE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	74	78	0	0	5	5	0	0	22	18	0	0	884	925
Other all White	0	0	58	67	0	0	5	5	0	0	36	28	0	0	451	533
Southern all Black	71	73	0	0	8	5	0	0	21	22	0	0	112	148	0	0
Other all Black	64	68	0	0	3	4	0	0	33	27	0	0	493	792	0	0
1-20% Black	65	58	56	62	3	3	5	3	32	39	40	34	125	142	2524	2620
21-48% Black	57	69	51	60	3	6	3	1	40	25	46	39	165	408	986	1151
51-98% Black	70	68	47	54	5	5	4	1	25	27	50	45	463	616	292	225

students attending segregated schools. However, the pattern is less consistent among black students in schools where the enrollment is interracial. Here, the males' percentages exceed those of the females in the 1-20% black and 51-98% black schools, whereas the reverse appears in the 21-48% black schools. In most cases, the male/female percentage variations are not excessive. As the interracial schools become more heavily black, the percentages of black students who would like to discuss their college/career plans with white teachers increase, the females increasing by 10%. White students in these schools show a reversal of this pattern; their percentages decrease by close to 10% for males and females.

As was noted earlier, few students indicated they would dislike talking with a white teacher about their college/career plans. The percentages here range from 8% (males in southern all black schools) down to 1% (white females in interracial schools). White males in the interracial schools are more likely than corresponding white females to indicate a dislike for such conversations, but among black students in these schools, the pattern is reversed. As black students become the majority race in these schools, their percentages increase somewhat, whereas the white students' percentages drop slightly.

With a few exceptions, males are more likely to indicate they wouldn't care one way or the other should they have to talk with a white teacher about college/career plans. In those cases where females' percentages exceed males', the difference in the percentages is quite small. The differences in the percentages by race are inconsistent. Black and white students attending segregated schools show percentages of their numbers which are quite similar by sex and type of segregated school. In the interracial schools, white males exceed black males, but black females exceed white females in the 1-20% black schools with a reversal in the remaining groups of interracial schools. As these schools become more black, the percentages of black students decrease and those of the white students increase considerably--10% in each case.

The high school seniors were asked to indicate whether they sought assistance from white teachers in their schools on their college/job decisions "very often," "often," "sometimes," "seldom," or "never." Table 5-14 gives the breakdown of the responses for those who indicated they go to white teachers for college/job advice "often," "sometimes," and "seldom."

While none of the percentages appearing in the table are large (with the exception of black students in all black schools), the total of the percentages for each group constitutes close to 80% of the group. The aforementioned black students show only up to 60% of their numbers choosing "often," "sometimes," or "seldom." Since the "very often" responses were omitted from the table as they were all 10% or less, black students attending all black schools are the only group among the queried students who are more likely to indicate they never seek college/job advice from their white teachers than are black and white students attending all white or interracial schools.

Table 5-14

How Often Seek Assistance with College/Job Decisions from White Teachers

Racial Composition of Schools	OFTEN				SOMETIMES				SELDOM				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	18	20	0	0	33	33	0	0	28	27	0	0	889	926
Other all White	0	0	21	20	0	0	40	33	0	0	20	22	0	0	455	534
Southern all Black	11	6	0	0	15	11	0	0	23	17	0	0	110	148	0	0
Other all Black	12	12	0	0	23	23	0	0	22	22	0	0	494	799	0	0
1-20% Black	29	22	16	18	29	24	32	35	21	27	26	24	126	143	2524	2618
21-48% Black	23	24	21	21	27	29	33	34	25	17	20	21	167	410	986	1151
51-98% Black	20	19	18	24	28	27	27	31	27	24	24	17	464	617	293	226

It should be noted, also, that the percentages for these groups (blacks in all black schools) are the smallest for each of the response categories.

Within each category the responses are quite similar when they are viewed by race or sex within a particular group of schools. The largest variations by race (same sex) appear in the 1-20% black schools where black males and females exceed the respective white students. The percentages show little change as the interracial schools become more black, although black students show a slight downward trend and white students the reverse.

White youth attending both segregated and interracial schools show the largest percentages for the "sometimes" category. These percentages are also the largest for any group in any category. Close to a third of each group of white students indicate they "sometimes" go to white teachers for assistance with their decisions concerning their future with regard to college and/or a job. As the interracial schools show changes in their racial composition in the direction of becoming more black, these percentages drop off somewhat.

Black students attending segregated schools are the least likely to seek college/job counseling from white teachers "sometimes," especially those attending segregated schools in the south. Among black students the percentage variation by sex is very small. Here, too, little change takes place as the interracial schools become more black.

Black and white students show similar percentages of their numbers who seldom seek college/job counseling from white teachers. This holds in an examination of integrated as well as segregated schools. Again, the percentages of both black and white students show little change in the interracial schools as the racial composition of these schools shifts in the direction of becoming more black.

Students participating in the study were asked to indicate if they perceived of their friends as being "able and willing," "able but not willing," "willing but not able," or "neither able nor willing" to help them with decisions pertaining to college or a job. Table 5-15 gives the percentages of each group of students by race, sex, and racial composition of the schools who indicate their friends are "willing and able," "willing but not able," and "neither willing nor able."

The major proportion of each group of students view their friends being both willing and able to assist them with decisions regarding college/job plans. The percentages here range from 52% to 81%. Within each type of school, according to its racial composition and for same race students, females are more likely to say their friends are both willing and able to help with their college/job decisions than are males. Male/female percentage variations are somewhat larger among white students than black students. With one exception, black students' percentages (same sex) exceed those of white students; the exception

Table 5-15

Friends' Ability and Willingness to Assist with College/Job Decisions

Racial Composition of Schools	ABLE & WILLING				WILLING NOT ABLE				NEITHER WILLING NOR ABLE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	%	%	%	%	%	%	%	%	%	%	%	%				
Southern all White	0	0	68	81	0	0	23	15	0	0	6	2	0	0	886	923
Other all White	0	0	55	73	0	0	33	19	0	0	8	4	0	0	451	532
Southern all Black	55	65	0	0	28	25	0	0	7	5	0	0	105	135	0	0
Other all Black	56	67	0	0	32	24	0	0	8	6	0	0	474	758	0	0
1-20% Black	57	61	65	77	29	28	23	17	8	7	8	4	123	141	2521	2609
21-48% Black	54	60	63	72	32	29	26	21	8	7	8	4	166	407	970	1146
51-98% Black	52	67	57	79	33	23	28	17	11	7	10	2	458	611	290	225

appears when black males in other all black schools are compared with white males in other all white schools. Here, both groups of males show close to 55% of their numbers view their friends as having the ability to help with their college/job decisions and being willing to do so.

As the racial composition of the interracial schools becomes more black, the percentages of each group of students in these schools show changes which contrast by race. Black and white females show increases in the percentages of their numbers who see their friends as being willing and able to assist with college/job decisions. Males, black and white, show a reversal of this pattern.

Black students and males (both races) show larger percentages of their numbers indicating their friends are willing but not able to assist with college/job decisions than do white students and females (both races) respectively. As the interracial schools become more black, the black and white percentages show little change although males, black and white, increase slightly and white females decrease from 28% to 23%.

Few students perceive their friends as being both unable and unwilling to help them in making the right decision concerning college or a job. Males, however, are more likely to so view their friends than are females, and this holds for both races. Black and white males show very similar percentages, whereas black females are more likely to perceive their friends to be unwilling and unable to help them in making decisions in regard to college/job plans. Black females show no change in their percentages as the interracial schools become more black, but among white females, those in 51-98% black schools are less likely to see their friends as unwilling and unable to assist with college/job decisions than are those in the remaining two groups of interracial schools. Males, black and white, in these schools show slight increases in their percentages as the schools become more black.

The high school seniors were asked to indicate if they would like talking with their friends about their college or career plans, dislike such conversations, or not care one way or the other. Table 5-16 gives the percentages of each group of students by race, sex, and racial composition of their schools who responded.

The major portion of each group of students would like to talk with their friends about college/career plans. Those who did not indicate liking such discussions tend not to care one way or the other rather than to dislike them. Females of both races indicate they like to talk over college/career plans with friends more often then do the respective males. The percentages of the black males exceed those of the white males in the interracial schools and when southern all black schools are compared with southern all white schools. This pattern is reversed, however, in a comparison of the other segregated schools. Females show a contrary pattern in some of the schools. The percentages of white females are larger than those of black females in all but two groups of schools where the reverse

Table 5-16

Talk with Friends

Racial Composition of Schools	WOULD LIKE IT				WOULD DISLIKE IT				WOULDN'T CARE				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	69	87	0	0	5	1	0	0	26	12	0	0	884	925
Other all White	0	0	55	77	0	0	5	3	0	0	40	20	0	0	451	533
Southern all Black	68	82	0	0	11	4	0	0	21	13	0	0	112	148	0	0
Other all Black	65	79	0	0	7	5	0	0	29	16	0	0	493	792	0	0
1-20% Black	69	71	58	78	9	8	6	2	22	20	36	20	125	142	2524	2620
21-48% Black	65	77	58	77	8	6	5	3	26	17	37	20	165	408	986	1151
51-98% Black	58	78	47	72	8	6	7	3	34	16	46	25	463	616	292	225

appears. Black females exceed white ones in 51-98% black schools and other segregated schools. It should be noted the variations in black/white percentages here are not large. As the racial composition of the interracial schools shifts in the direction of becoming more black, all but black females show decreases in the percentages of their numbers who like talking with friends about college/career plans. Males, black and white, show substantial decreases in their percentages.

Males, both races, are more likely to indicate they dislike conversations with friends concerning their college/career plans, and black students, male and female, are more likely to have similar feelings than are white students. As noted earlier, the percentages of each group of students disliking college/career discussions among their friends are not large; the largest is 11% of the black males attending southern all white schools. While the percentages in the interracial schools change little as these schools become more black, black students show a downward trend, white students a slight upward trend.

As a group, white males are more likely not to care one way or the other about talking over college/job plans with friends than are black or white females or black males, and this holds for segregated as well as interracial schools. Black males, however, do indicate not caring about such conversations more so than the respective females. Black and white females show fairly similar percentages when the segregated schools are compared, and this holds in the interracial schools with the exception of the 51-98% black schools where white females exceed black females by eleven percentage points. As black students become the majority race in the interracial schools, all but the black females show substantial increases in the percentages of their number who indicated they would neither like nor dislike talking with friends about college/career plans. Black females' percentages decrease somewhat.

Youth participating in the study were asked to indicate if they actually sought help on college/job decisions from their friends "very often," "often," "sometimes," "seldom," and "never." Table 5-17 gives the percentage breakdown of the responses for "often," "seldom," and "never."

Both black and white females are more likely to seek assistance often from their friends on college/job decisions than the respective males regardless of the racial composition of the schools. In most cases, the male/female percentage variations are not large. With two exceptions the percentages of black and white students (same sex) are similar. The exceptions (southern segregated and 1-20% black schools) show white females exceeding black females. As the proportion of black students attending interracial schools increases, black and white males and white females are somewhat less likely to go to their friends often for help with their college/job decisions while the reverse is shown for black females.

Males of both races are more likely than the respective females to indicate they seldom or never seek help on college/job decisions

Table 5-17

How Often Seek Assistance of Friends in College/Job Decisions

Racial Composition of Schools	OFTEN				SELDOM				NEVER				N's			
	Black		White		Black		White		Black		White		Black		White	
	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M %	F %	M	F	M	F
Southern all White	0	0	16	26	0	0	27	19	0	0	17	8	0	0	897	932
Other all White	0	0	12	21	0	0	31	20	0	0	22	9	0	0	456	539
Southern all Black	16	19	0	0	25	23	0	0	18	8	0	0	416	577	0	0
Other all Black	15	19	0	0	27	22	0	0	16	10	0	0	585	934	0	0
1-20% Black	14	18	14	24	26	25	29	19	16	19	20	10	125	142	2534	2638
21-48% Black	17	24	14	22	31	19	24	20	20	14	20	11	179	504	991	1154
51-98% Black	12	20	12	22	31	22	34	21	21	11	24	14	479	635	293	225

from their friends. In the segregated schools white males exceed black males with the reverse shown for females indicating they seldom seek help from friends with their college/job decisions.

As the interracial schools become more black, black females become somewhat less likely to discuss college/job plans with friends with the remaining students becoming more likely to do so.

Percentage variations by race and sex are of interest among those respondents who indicate they never look to their friends for advice on their college/job decisions. In the segregated schools, males exceed females, and in three of the four groups of these schools the males are twice as likely to indicate "never." Among those students attending interracial schools, white males are very nearly twice as likely never to discuss college/job plans with friends, whereas among black students, the response pattern is less consistent with females exceeding males by 3% in the 1-20% black schools, although males do exceed females in the remaining two groups of schools. Only black females become less likely never to discuss college/job plans with friends as these schools become more black. However, the increases in the percentages shown for the remaining groups are not great.

This chapter dealt with the potential referents of students who seek assistance in matters of educational and occupational plans. More particularly, we were interested in learning something about the perception and utilization of human resources on the part of our sample. Several trends become apparent from the analysis of these data.

First, females, more so than males, see potential referents (parents, teachers-counselors, friends) as being willing and able to assist them in career decisions. Second, females, more so than males, actually utilize these resources in working out future plans.

Along racial lines, we find that blacks, more so than whites, do interact with parents in discussions of futures. With regard to parents, blacks seem much more dependent on mothers than is the case with whites. In part, this difference can be explained by the greater degree of absence of the father in black student homes. Generally, then, females, both black and white, show a preference for interaction with the mother in matters of career as do black males. Only the white males show a preference for the father over the mother in such matters.

There is little difference between blacks and whites in evaluations of parents' willingness to assist in the counseling process. The difference is found in the greater number of blacks who perceive parents as not having the ability to be of assistance.

Little difference is found between black and white students in their judgements about black teachers' willingness and ability to be of assistance. Both groups rank black teachers and counselors high in this regard. At the same time, black students are more likely than whites to report interacting with black school staff.

Similarly, there is a high rating of the ability and willingness of white teachers by both black and white students. At the same time, unlike the case with white students and black teachers, we find black students more positive in their views toward white staff than are white students. While the differences are not great, there is a tendency for blacks to report more frequent interaction with white teachers (in matters of occupational and educational futures) than is the case with white students. This greater involvement and dependency upon school staff on the part of black students is understandable. Given the greater lack of knowledgable resources in the home, we would anticipate a greater dependency upon school personnel. The higher level of interaction occurs even though some black students see white teachers as lacking the desire to be of assistance. Similarly, to the white student in the predominately black schools, the black students see no alternative but to interact with the available staff despite personal feelings as to the ability or motivation of that staff.

With regard to peers, again, females show a greater need for career related interaction. Blacks seem less likely to discuss such matters with friends than are white students. Black students, more so than white students, do not perceive their friends as having the ability to be of assistance.

Conclusions

Background characteristics of black students do not appear to vary regardless of the racial composition of the high school. Such, however, is not the case with white students. Black students are more likely than white students to come from homes where the father is absent and where the parents are less likely to have completed high school. These and other characteristics hold for black students regardless of the racial composition of their schools. As interracial schools become more black, white students attending these schools tend to have larger percentages of their numbers whose fathers are unemployed, absent from the home, and have less than high school educations. Clearly, as schools become more black, only whites with no alternative tend to remain in these schools.

This pattern can be explained by the usual out-migration of white residents as black families move into a previously all white neighborhood. Whites who have the resources leave the area. As the area becomes predominately black, the remaining whites are those who do not have the resources to relocate in another community. Therefore, as the data suggest, the white minority in an interracial area (or school) represents the lower rungs of the socio-economic ladder.

As a group, both black and white high school seniors appear to be satisfied with their high school academic experience. They hold positive opinions of the quality of education they receive and of the school itself; few indicated they would have preferred to attend a different school. At the same time, satisfaction with the school experience does appear to be related to the racial composition of the school. Black students tended to be dissatisfied with their school experience when they were the minority race in a mixed school.

The data suggest that the major proportion of the sampled high school seniors were satisfied with their perceived status within the formal social system of their schools. The fact that almost half of the students perceive of themselves as leaders suggests that most schools had more than one leadership group or clique. Race appears to be associated with perceived social status. As the proportion of black students in a school increases, black students feel a greater sense of being "in," whereas white students faced with this situation feel left out and are less inclined to seek leadership positions.

The rather high degree of satisfaction expressed by the respondents with respect to their school experience, both the academic and social aspects, is not unusual. It must be recalled that the sample consisted of a fairly selective group of students. They were all seniors; survivors of the secondary school system. Most dissatisfied students had departed school prior to the senior year either by choice or command.

Peer group pressure appeared to have less effect on our sample than was the case with students studied by James Coleman in his study of high school social systems. However, his study dealt with high school students in general, whereas our sample was limited to what is probably a more mature group, i.e., seniors.

Students were very much concerned that they not disappoint their parents. The mother was the primary source of concern followed by father and friends. Black youth were far more likely than whites to cite mother over father as the parent they would least want to disappoint.

Students of both races hold fairly positive self concepts. However, black students show a better survival and adjustment style to minority group status than is the case with whites. As the enrollment of black students increases, the participation in school activities decreases for white students.

Most students, if the choice were theirs alone, would prefer to attend and complete college. White students in all white schools express a preference for college graduation more frequently than any other group of students. This preference is cited least frequently by white students in schools which were predominately black. In general, females are less likely than males to express a preference for college graduation.

The occupational aspirations of this group are quite high with the majority citing a preference for professional or technical careers. In general, occupational aspirations tend to be lower for females, but black females express a preference for higher skill occupations than do white females. Unlike data dealing with more affluent in-school adolescents, our data show little in the way of altruism and idealism when students discuss important characteristics of work. Most stress the importance of job security and rapid promotion.

Finally, while our data show black students are more likely to plan to go to college, white students who intend to go to college are more likely to have been accepted by a college at the time data were collected. Close to half of the white students who plan on college had been accepted, whereas less than half the black females and one-third of the black males had been accepted. Blacks attending interracial schools were more likely to have been accepted by a college than were those in segregated schools.

Keeping in mind that these data were collected in the final weeks of their senior year, it would seem safe to say that many did not gain entrance into college. Almost half the males and 40% of the females in all black southern schools say they were not yet accepted. The smallest discrepancy between those who wrote away to a college and report acceptance is found among whites in all white southern schools which were less than 50% black.

Several trends became apparent in our analysis of data dealing with the potential referents of students who seek assistance in regard to their educational and occupational plans. Females tend to see parents, teachers-counselors, and friends as being willing and able to assist them in career decisions more so than do males and to actually take advantage of the available assistance more than do males.

Black students show a greater tendency to interact with their parents with regard to plans for the future than do white students.

Only white males show a preference for the father over the mother in such matters, and black students appear to be much more dependent on mothers than are whites. Both black and white students perceive of their parents as being willing to assist them in career decisions; however, blacks are more likely to view parents as not being able to be of assistance.

Black students also perceive their friends as lacking the ability to assist them with decisions concerning future education and occupation. Given the greater lack of knowledgeable resources at home and among peers, we would anticipate a greater dependency upon school personnel. This is indeed the case. Black students seek more frequent interaction with both black and white teachers (in matters of occupational and educational futures) than do white students. This higher level of interaction occurs even though some black students see white teachers as lacking the desire to be of assistance.

Appendix

CONFIDENTIAL

SRS-650
5/65

(1-5)

School (6-7)

SURVEY RESEARCH SERVICE

NATIONAL OPINION RESEARCH CENTER
UNIVERSITY OF CHICAGO

STUDY OF AMERICAN HIGH SCHOOL SENIORS

This questionnaire is part of a study of high school seniors in towns and cities throughout the United States. Its purpose is to learn more about how American high school students feel about their schools, the kind of jobs they would like to get, and their future educational plans.

We think you will find the questions easy to answer. Try to answer quickly, without spending too much time on any one question. Remember that this is not a test. There are no right or wrong answers. We are simply interested in your opinions and attitudes.

On most questions, indicate your answer by *circling* the code number next to the answer you choose. For example:

Do you intend to go to college? *Circle one.*

Yes..... 1
No..... ②
Don't know..... 3

If you come to a problem, raise your hand and the research worker will answer your question.

Questions about your race and the race of others who may be of help to you are included in the study because these are important things to consider if we are to learn how you and others feel about your school and your future.

Do not sign, just print, your name. All questionnaires are confidential, and will not be seen by anyone except the research staff.

THANK YOU VERY MUCH FOR YOUR HELP

1. What is your major program in school? *(Circle one code)*

Vocational or trade	1	11/0
Commercial or business	2	
General	3	
College Preparatory	4	
Other *(Write in your answer)* _____	5	

2. What is your current grade point average? *(Circle one code)*

Have close to an "A" average	1	12/0
Have close to a "B" average	2	
Have close to a "C" average	3	
Have lower than a "C" average	4	

3. What subjects do you like best in school? *(Circle the ones you like best)*

Science courses (physics, chemistry, biology, etc.)	1	13/R
Math courses (geometry, algebra, etc.)	2	14/R
Social science (civics, history, etc.)	3	15/R
English (including, dramatics, speech, etc.)	4	16/R
Business courses (typing, shorthand, bookkeeping, etc.)	5	17/R
Shop or vocational courses	6	18/R
Foreign languages	7	19/R
Physical education	8	20/R
Music	1	21/R
Art	2	22/R
Other *(Write in your answer)* _____	3	23/R

4. Would you say you are part of a group who are leaders in this school?

Yes	1	24/0
No *(ANSWER A)*	2	

A. IF NO: Would you like to be part of a leading group in this school?

Yes	4	25/R
No	5	
Don't care	6	

5. Among your friends, which of the things below are important to be popular with the group? *(Circle as many as apply)*

Having some special talent	1	26/R
Being a sharp dresser	2	27/R
Getting good grades	3	28/R
Being active in school activities	4	29/R
Having a car	5	30/R
Being a good dancer	6	31/R
Belonging to a church, "Y", 4-H, or some other community youth group	7	32/R
Being a good athlete	8	33/R
Having money	1	34/R
Having a good reputation	2	35/R

6. If you could be any one of the five things below, which one would you most want to be? *(Circle only one code)*

Brilliant student	1	36/0
Most popular student	2	
Athletic star	3	
Leader in student activities	4	
Most respected by the teachers	5	

BOYS ANSWER THIS QUESTION

7. Which of the following high school athletic teams, if any, have you been on while a student in this school? *(Circle the ones that apply. If none, circle code 8)*

Football	1	37/R
Basketball	2	38/R
Track	3	39/R
Tennis	4	40/R
Baseball	5	41/R
Wrestling	6	42/R
Other. Which?_____	7	43/R
None	8	44/R

GIRLS ANSWER THIS QUESTION

7. Which of the following high school sports have you participated in while a student in this school? *(Circle the ones that apply. If none, circle code 8)*

Volleyball	1	45/R
Basketball	2	46/R
Track	3	47/R
Tennis	4	48/R
Baseball or softball	5	49/R
Swimming	6	50/R
Other. Which?_____	7	51/R
None	8	52/R

8. How many of the school athletic events would you say you have attended while a student in this school? *(Circle the one code that comes closest)*

Most of them	1	53/0
Some of them	2	
A few of them	3	
None of them	4	

9. How many school activities -- aside from athletic events -- would you say you have attended while a student in this school? (School shows, concerts, dances, rallies, etc.) *(Circle one code)*

Most of them	1	54/0
Some of them	2	
A few of them	3	
None of them	4	

10. During this last year, who would you say have been your closest friends? *(Circle only one)*

Mostly students from this same school	1	55/0
Mostly students from other schools	2	
Mostly others who were not in school	3	

11. What group, in your opinion, are the real leaders in your school? *(Circle one)*

The athletes	1	56/0
The fraternity or sorority crowd	2	
The trouble makers	3	
The students who get good grades	4	
The party goers	5	
The student council	6	
The students with money	7	
Others *(Specify)*_____	8	

12. Do you date?

Never	1	57/0
Less than once a month	2	
About once a month	3	
Once every two or three weeks	4	
About once a week	5	
More than once a week	6	

13. Are you going steady now?

Yes	1	58/0
No	2	

14. If you had a chance to go out on a date with one of the following, which one would you choose, assuming they were all equally good looking? *(Circle one)*

Brilliant student	1	59/0
Leader in student activities	2	
Most popular	3	
Good athlete	4	
Most respected by the teachers	5	

15. **Which of the following activities have you regularly participated in while a student at this school?** *(Circle as many as apply; add to the list if necessary. If none, circle code 8.)*

Band or orchestra	1	60/R
Chorus, vocal	2	61/R
Dramatics	3	62/R
School paper or annual	4	63/R
Debates	1	64/R
Student government (student council)	2	65/R
Language clubs (French, Latin, German, etc.)	3	66/R
Hobby or interest clubs	4	67/R
Service clubs	5	68/R
Athletics	6	69/R
Other, What?_____	7	70/R
None	8	71/R

16. **How long have you been a student at this high school?** *(Circle one)*

Since my freshman year (9th grade)	1	72/0
Since my sophomore year (10th grade)	2	
Since my junior year (11th grade)	3	
Since my senior year (12th grade)	4	

17. **Who do you live with at home during the school year?** *(Circle only one)*

Begin Deck 02

Both parents	1	11/0
Mother and stepfather	2	
Father and stepmother	3	
Mother but not father	4	
Father but not mother	5	
Other. Who?_____	6	

QUESTIONS 18-22 ARE ABOUT YOUR PARENTS. IF YOU LIVE WITH A STEPFATHER OR STEPMOTHER, ANSWER FOR HIM OR HER.

18. **How much formal education does or did your father have?**

Less than sixth grade	1	12/0
7-8 grades	2	
9-11 grades	3	
High school graduate	4	
Some college	5	
College degree	6	
Graduate or professional degree	7	
Don't know	8	

19. **Is your father presently employed?** *(Circle only one)*

Yes, full-time	1	13/0
Yes, part-time	2	
No, laid off	3	
No, but is looking for work	4	
No, and is not looking for work	5	
No, disabled	6	
No, retired	7	
No father, stepfather, or foster father	8	

20. A. **What sort of work does (or did) your father do?** *(Describe the job as specifically as you can)*

Title of job, or duties he performs (for example, "janitor" or "traveling salesman" or "riveter")

_____ 14-16/RRR

Kind of business or industry he works for (for example, "apartment building", "wholesale grocery", "airplane factory")

_____ 17-19/RRR

B. **NOW PLEASE CIRCLE WHICHEVER ONE OF THE CODES BELOW BEST DESCRIBES THAT JOB. IF YOU NEED HELP, ASK THE RESEARCH WORKER.**

Professional or **technical**, such as doctor, lawyer, dentist, accountant, engineer, scientist, clergyman, artist, teacher, draftsman, surveyor, laboratory assistant, computer programmer, etc.	0	20/R
Farm or **ranch** owner, operator, manager, worker	1	
Manager or **official** of company, bank, government office, or **proprietor** or owner of retail store, restaurant, or other business	2	
Clerical work, such as office or file clerk, office machine operator, bank teller, cashier, stock clerk, messenger	3	
Sales work, such as clerk in store, insurance or real estate salesman, traveling salesman	4	
Skilled trade or **craft**, such as carpenter, electrician, auto mechanic, TV repairman, baker, machinist, painter, plumber, etc.	5	
Machine operator such as production worker in a factory, assembler, inspector, or packer, or truck or bus driver	6	
Service worker, such as barber, janitor or porter, cook, waiter, police or fireman, hospital attendant, usher	7	
Laborer, such as truck driver's helper, loader, stevedore, ditch digger, yard man, gardener	8	
Don't know what his job is or was, or he never had a job	9	

21. **Is your mother presently employed? If you live with a stepmother or foster mother, answer for her.**

Yes, full-time	1	21/0
Yes, part-time	2	
No, laid off	3	
No, but is looking for work	4	
No, disabled	5	
No, retired	6	
Housewife, no other job	7	
No mother, stepmother, or foster mother	8	

22. A. **What sort of work does (or did) your mother do? If she never worked, write "housewife". If she used to work, answer for the last job she had.**

Title of job, or duties she performs (for example, "grocery checker", "cleaning woman" or "typist")

_____ 22-24/RRR

Kind of business or industry she works for (for example, "retail supermarket", "private home" or "law firm")

_____ 25-27/RRR

B. **PLEASE CIRCLE WHICHEVER ONE OF THE CODES BELOW BEST DESCRIBES THAT JOB. IF SHE NEVER WORKED, CIRCLE CODE 9.**

Professional or technical, such as registered nurse, artist, teacher, medical or dental technician, lawyer, scientist	0	28/R
Farm or ranch owner, operator, manager, worker	1	
Manager or official of company, bank, government office, or **proprietor** or **owner** of retail store, restaurant, or other business	2	
Clerical work, such as office or file clerk, office machine operator, bank teller, stock clerk, cashier, stenographer	3	
Sales work, such as clerk in store, insurance or real estate salesman	4	
Skilled trade or craft, such as a tailor or baker	5	
Machine operator, such as production worker in a factory, assembler, inspector, or packer	6	
Service worker, such as waitress, manicurist, domestic service, hospital attendant, usher	7	
Laborer, such as helper in factory	8	
Don't know what her job is or was, or she never had a job	9	

23. **How many older and younger brothers and sisters do you have?** *(Write a number in each box. If none, write "0" in the box. Count any stepsisters or brothers or half-sisters or brothers.*

Number of older brothers.....	☐	29/R
Number of older sisters.....	☐	30/R
Number of younger brothers.....	☐	31/R
Number of younger sisters.....	☐	32/R

24. **Did you ever go to school in any other city?**

Yes *(ANSWER A & B)*	1	33/0
No *(GO ON TO Q. 25)*.....	2	

IF YES

A. **In what part of the country was that?** *(Circle as many as apply)*

New England (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut).....	1	34/R
Middle Atlantic (New York, New Jersey, Pennsylvania).....	2	35/R
East North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin).....	3	36/R
West North Central (Minnesota, Iowa, Missouri, Kansas, Nebraska, North Dakota, South Dakota)....	4	37/R
South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida).....	5	38/R
East South Central (Kentucky, Tennessee, Alabama, Mississippi).....	6	39/R
West South Central (Arkansas, Louisiana, Oklahoma, Texas).....	7	40/R
Mountain (Montana, Wyoming, Colorado, Idaho, Utah, Arizona, New Mexico).....	8	41/R
Pacific (Washington, Oregon, California, Alaska, Hawaii).....	1	42/R
Outside United States.....	2	43/R

B. **How old were you when you moved to this city?** *(Circle one code)*

Under 5.....	1	44/R
5 to 9.....	2	
10 to 12.....	3	
13.....	4	
14.....	5	
15.....	6	
16 or older.....	7	

25. **Did you ever go to private or parocnial school?**

Yes, I used to go to private school.....	1	45/0
Yes, I used to go to parochial school.....	2	
Yes, I used to go to both private and parochial school.....	3	
No.....	4	

26. **In general, how good an education would you say you've been getting in this school?**

Excellent.....	1	46/0
Good.....	2	
Just fair.....	3	
Poor.....	4	

27. **What is your age?**

Sixteen or under.....	1	47/0
Seventeen.....	2	
Eighteen.....	3	
Nineteen.....	4	
Twenty.....	5	
Twenty-one.....	6	
Over twenty-one.....	7	

28. **If you had your choice, what would you like to do after you leave high school?** *(Circle only one)*

BOYS ANSWER HERE			GIRLS ANSWER HERE		
Go to a business or vocational school.....	1	48/R	Go to a business or vocational school.....	1	49/R
Get a full-time job.....	2		Get a full-time job.....	2	
Get a part-time job.....	3		Get a part-time job.....	3	
Go to college just for a few years.....	4		Go to college just for a few years.....	4	
Go to college and graduate.....	5		Go to college and graduate.....	5	
Go into military service.....	6		Get married and work.....	6	
			Get married and keep house.....	7	
Other. What?_____	7		Other. What? _____	8	
I don't know.....	8		I don't know.....	9	

29. **What do you really think you will do after you leave high school?** *(Circle only one)*

BOYS ANSWER HERE			GIRLS ANSWER HERE		
Go to a business or vocational school.....	1	50/R	Go to a business or vocational school.....	1	51/R
Get a full-time job.....	2		Get a full-time job.....	2	
Get a part-time job.....	3		Get a part-time job.....	3	
Go to college just for a few years.....	4		Go to college for just a few years	4	
Go to college and graduate.....	5		Go to college and graduate.....	5	
Go into military service.....	6		Get married and work.....	6	
			Get married and keep house.....	7	
Other. What?_____	7		Other. What?_____	8	
I don't know.....	8		I don't know.....	9	

30. **Do you intend to go to college?**

Begin Deck 03

Yes *(ANSWER QS. 31 - 39)*	1	11/0
No *(ANSWER "A")*.....	2	
Don't know *(ANSWER QS. 31 - 39)*	3	

A. IF NO: **What are the important reasons why you do not intend to go to college?** *(Circle as many as apply)*

I can't afford it.....	1	12/R
I don't like school.	2	13/R
Most of my friends are not going to college.....	3	14/R
My parents do not want me to go.....	4	15/R
My grades are not good enough.....	5	16/R
My teachers or guidance counselors did not encourage me to go.....	6	17/R
I plan to attend business or vocational school.....	7	18/R
I plan on getting married soon after graduation...	8	19/R
I plan on getting a full-time job after I graduate.....	1	20/R
My race.....	2	21/R
Other, what?_____	3	22/R

NOW SKIP TO Q. 40.

IF YOU INTEND TO GO TO COLLEGE OR DON'T KNOW IF YOU WILL ATTEND, ANSWER QUESTIONS 31-39.

31. **What college or colleges are you considering?**

1. _____

2. _____

3. _____

32. **Why are you considering that particular college or those colleges?** *(Circle as many as apply)*

Not too expensive; costs less than others	1	23/R
Rates high academically	2	24/R
Other friends going there, or know people there	3	25/R
Parents would like me to go there	4	26/R
My grades not good enough to get into other colleges	5	27/R
Teachers or guidance counselors suggested it	6	28/R
It offers good courses in the field I want to enter	7	29/R
Because of my race	8	30/R
Because of its geographical location	1	31/R
It's strong on athletics	2	32/R
Other. What?_____	3	33/R

33. **CIRCLE CODE 1 OR CODE 2 FOR EACH OF THE FOLLOWING.**

	Yes	No	
A. Have you written to any college for admission information?	1	2	34/R
B. Have you submitted an application for admission to any college?	1	2	35/R
C. Have you been accepted by any college?	1	2	36/R

34. **The way it looks now, which college will you most likely be attending next year?**

_____
Write In

35. **PLEASE ANSWER THESE QUESTIONS ABOUT THE COLLEGE YOU NAMED IN Q. 34.**

A. Is that a 4-year college, or a 2-year (junior) college?

Four-year	1	37/R
Two-year, junior	2	
Don't know	3	

B. Is it a small college, medium-sized, or large?

Small	5	38/R
Medium	6	
Large	7	
Don't know	8	

C. Is it located in this city, outside the city but in the state, or outside this state?

In this city	1	39/R
Out of city but in state	2	
Outside this state	3	
Don't know	4	

D. Is it a state or city college or university, or is it a private college?

State or city	6	40/R
Private	7	
Don't know	8	

E. Is it co-educational, or is it only for (boys, girls)?

Co-educational	1	41/R
Only boys or girls	2	
Don't know	3	

F. Do both Negroes and whites attend the college, or does only one race go there?

Negroes and whites	5	42/R
Only one race	6	
Don't know	7	

36. **If there were no grade, money or other problems and you could attend any college you wanted to, which one would it be?**

_____
Write In

37. NOW PLEASE ANSWER THESE QUESTIONS ABOUT THE COLLEGE YOU NAMED IN Q. 36

A. Is this the same college you mentioned in question 34 (college you are *most likely* to attend)?

Yes *(SKIP TO QUESTION 38)*	1	43/R
No *(ANSWER B-G)*	2	

B. Is that (college mentioned in Q.36) a 4-year college, or a 2-year (junior) college?

Four-year	1	44/R
Two-year, junior	2	
Don't know	3	

C. Is it a small college, medium-sized, or large?

Small	5	45/R
Medium	6	
Large	7	
Don't know	8	

D. Is it located in this city, outside the city but in this state, or outside this state?

In this city	1	46/R
Out of city but in state	2	
Outside this state	3	
Don't know	4	

E. Is it a state or city college or university, or is it a private college?

State or city	6	47/R
Private	7	
Don't know	8	

F. Is it co-educational, or is it only for (boys, girls)?

Co-educational	1	48/R
Only boys or girls	2	
Don't know	3	

G. Do both Negroes and whites attend the college, or does only one race go there?

Negroes and whites	5	49/R
Only one race	6	
Don't know	7	

38. Looking forward to your years in college, which one of the four things below will be most important to you? Which will be next most important? Which next most? And which least important? *(Write "1", "2", "3", "4" in the boxes according to their rank order of importance)*

The stimulation of new ideas	☐	50/R
Preparation for making a living	☐	51/R
Campus activities and social life	☐	52/R
New friends who share my interests	☐	53/R

39. A. Which of the following factors are you taking (did you take) into consideration in selecting a college? *(Circle as many as apply in column A below)*

B. Which one is (was) the single most important factor? *(Circle one code in column B)*

	A. Considered	For Office Use	B. Most Important	
My high school grades	1	54/R	1	64/R
My parents' wishes	2	55/R	2	
My financial situation	3	56/R	3	
My religion	4	57/R	4	
My race	5	58/R	5	
The field I want to enter	6	59/R	6	
What I have been told by my friends	7	60/R	7	
What I have been told by my teachers or guidance counselor	8	61/R	8	
Geographical location	1	62/R	9	
Other. What?_____	2	63/R	0	

EVERYONE ANSWER THE FOLLOWING QUESTIONS

Begin Deck 04

40. A. What kind of work do you plan to do when you finish all of your schooling? BE AS SPECIFIC AS POSSIBLE ABOUT THE JOB. IF YOU DON'T PLAN TO WORK AT ALL, WRITE IN WHAT YOU PLAN TO DO.

B. Please circle whichever one of the codes below best describes the kind of work you plan to do when you finish all your schooling.

Professional or technical, such as doctor, lawyer, accountant, engineer, teacher, artist, draftsman, computer programmer, lab technician	0	11/R
Farm or ranch owner, manager, worker	1	
Manager or official of company, bank, government office, or proprietor or owner of store, restaurant, service establishment or other business	2	
Clerical worker such as office or file clerk, office machine operator, bank teller, cashier, stock clerk, etc.	3	
Sales clerk in store or salesman of insurance, real estate or other merchandise	4	
Skilled trade or craft such as carpenter, electrician, auto mechanic, TV repairman, baker, machinist, painter, plumber, etc.	5	
Machine operator such as production worker in factory, assembler, inspector or packer, truck or bus driver, etc.	6	
Service worker such as barber, janitor or porter, cook, waiter, police or fireman, hospital attendant, usher	7	
Laborer such as stevedore, ditch digger, yardman or gardener	8	
Don't know or don't plan to work	9	

41. How certain are you at this point that this is the kind of work you want to do? *(Circle one code)*

Quite certain	1	12/0
Fairly certain	2	
Not certain at all	3	

42. How certain are you that this is the kind of work you will really be doing when you finish all of your schooling? *(Circle one code)*

Quite certain	1	13/0
Fairly certain	2	
Not certain at all	3	

43. Regardless of the kind of work you are planning to do, how important to you would each of these job characteristics be? *(Circle one code in each row)*

	Very Important	Quite Important	Not too Important	Not at all Important	
Security of steady work	1	2	3	4	14/0
Opportunity for rapid promotions	6	7	8	9	15/5
A chance to help others	1	2	3	4	16/0
Friendly people to work with	6	7	8	9	17/5
Opportunity to be creative & original	1	2	3	4	18/0
A high income	6	7	8	9	19/5
A chance to be my own boss	1	2	3	4	20/0

44. A. Which of the following things, if any, do you feel may keep you from having the kind of life you want? *(Circle as many as may apply to you in column A below)*

B. Of all those things, which one would you say is most likely to keep you from having the kind of life you want? *(Circle one code in column B)*

	A.	For Office Use	B.	
Lack of ability	1	21/R	1	30/0
Lack of training and education	2	22/R	2	
Lack of opportunity; not getting the right breaks in life	3	23/R	3	
Lack of any clear or positive aims in life	4	24/R	4	
Personal troubles	5	25/R	5	
My family background	6	26/R	6	
My race	7	27/R	7	
My goals are too high	8	28/R	8	
Don't feel anything will keep me from having the kind of life I want	1	29/R	9	

THE NEXT THREE QUESTIONS ARE ABOUT YOUR MOTHER. IF YOU DO NOT HAVE A MOTHER (OR STEPMOTHER OR FOSTER MOTHER) LIVING WITH YOU, CIRCLE THE "1" AND GO ON TO Q. 48.

No mother..... 1 31/R

45. In making decisions about college or the choice of a career, students often go to different kinds of people for help. Please rate your mother on her ability and willingness to help you make the right decision about college or a job.

My mother is able and willing to help me decide..... 1 32/R
My mother is able to help me but she is not willing..... 2
My mother is willing to help me, but she is not able..... 3
My mother is neither able nor willing to help me decide..... 4

---

46. If you had to talk with your mother about your plans for college or a career, would you like to talk with her, or would you dislike it, or wouldn't you care one way or the other?

Would like it..... 6 33/R
Would dislike it..... 7
Wouldn't care..... 8

---

47. How often did you actually go to your mother for help in making a decision about college or a job?

Very often..... 1 34/R
Often..... 2
Sometimes..... 3
Seldom..... 4
Never..... 5

THE NEXT THREE QUESTIONS ARE ABOUT YOUR FATHER. IF YOU DO NOT HAVE A FATHER (OR STEPFATHER OR FOSTER FATHER) LIVING WITH YOU, CIRCLE THE "1" AND GO ON TO Q. 51.

No father..... 1 35/R

48. Please rate your father on his ability and willingness to help you make the right decision about college or a job.

My father is able and willing to help me decide..... 1 36/R
My father is able to help me but he is not willing..... 2
My father is willing to help me, but he is not able..... 3
My father is neither able or willing to help me decide..... 4

---

49. If you had to talk with your father about your plans for college or a career, would you like to talk with him, or would you dislike it, or wouldn't you care one way or the other?

Would like it..... 6 37/R
Would dislike it..... 7
Wouldn't care..... 8

---

50. How often did you actually go to your father for help in making a decision about college or a job?

Very often..... 1 38/R
Often..... 2
Sometimes..... 3
Seldom..... 4
Never..... 5

THE NEXT THREE QUESTIONS ARE ABOUT NEGRO TEACHERS OR COUNSELORS IN YOUR SCHOOL. IF THERE ARE NO NEGRO TEACHERS OR COUNSELORS IN THE SCHOOL, CIRCLE THE "1" AND GO ON TO Q. 54.

No Negro teachers or counselors..... 1 39/R

---

51. Please rate the Negro teachers or counselors on their ability and willingness to help you make the right decision about college or a job.

They are able and willing to help me decide.....	1	40/R
They are able to help but they are not willing.....	2	
They are willing to help me, but they are not able.....	3	
They are neither able nor willing to help me decide.....	4	

52. If you had to talk with a Negro teacher or counselor about your plans for college or a career, would you like it, or dislike it, or wouldn't you care one way or the other?

Would like it.....	6	41/R
Would dislike it	7	
Wouldn't care....	8	

53. How often did you actually go to a Negro teacher or counselor for help in making a decision about college or a job?

Very often.....	1	42/R
Often.....	2	
Sometimes.....	3	
Seldom.....	4	
Never.....	5	

THE NEXT THREE QUESTIONS ARE ABOUT WHITE TEACHERS OR COUNSELORS IN YOUR SCHOOL. IF THERE ARE NO WHITE TEACHERS OR COUNSELORS IN SCHOOL, CIRCLE THE "1" AND GO ON TO Q. 57.

No white teachers or counselors.....	1	43/R

54. Please rate the white teachers or counselors on their ability and willingness to help you make the right decision about college or a job.

They are able and willing to help me decide.....	1	44/R
They are able to help but they are not willing.....	2	
They are willing to help me, but they are not able.....	3	
They are neither able nor willing to help me decide.....	4	

55. If you had to talk with a white teacher or counselor about your plans for college or a career, would you like it, or dislike it, or wouldn't you care one way or the other?

Would like it.....	6	45/R
Would dislike it	7	
Wouldn't care....	8	

56. How often did you actually go to a white teacher or counselor for help in making a decision about college or a job?

Very often.....	1	46/R
Often.....	2	
Sometimes.....	3	
Seldom.....	4	
Never.....	5	

AND THE NEXT THREE QUESTIONS ARE ABOUT YOUR FRIENDS.

57. Please rate your friends on their ability and willingness to help you make the right decision about college or a job.

My friends are able and willing to help me decide.....	1	47/0
My friends are able to help, but they are not willing.....	2	
My friends are willing to help me, but they are not able.....	3	
My friends are neither able nor willing to help me decide....	4	

58. **If you had to talk with your friends about your plans for college or a career, would you like talking to them about this, or would you dislike it, or wouldn't you care one way or the other?**

Would like it.....	6	48/5
Would dislike it	7	
Wouldn't care....	8	

---

59. **How often did you actually go to your friends for help in making a decision about college or a job?**

Very often.....	1	49/0
Often.....	2	
Sometimes.....	3	
Seldom.....	4	
Never.....	5	

---

60. **Here are some things some parents make rules about. Which of them do <u>your</u> parents have rules about for you?** *(Circle as many as apply)*

A set time for being in at night.....	1	50/R
Amount of dating.....	2	51/R
Against going steady.....	3	52/R
Time spent watching TV.....	4	53/R
Time spent on homework.....	5	54/R
Against dating certain people.....	6	55/R
Eating dinner with the family.....	7	56/R
Smoking at home.....	8	57/R
Running with certain groups of kids.....	1	58/R
Using the family car.....	2	59/R
No rules for any of the above items.....	3	60/R

---

61. **Do your parents know your friends?**

All of them.....	1	61/R
Most of them.....	2	
Some of them.....	3	
None or almost none.....	4	

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62. **What kinds of activities outside of school do you participate in?** *(Circle as many as apply)*

Begin Deck 05

A neighborhood club.....	1	11/R
Church-sponsored activities.....	2	12/R
YMCA or YWCA.....	3	13/R
Part-time job.....	4	14/R
Sports or games.....	5	15/R
Fraternity, Sorority, or social clubs.....	6	16/R
Music or other lessons.....	7	17/R
Civil rights or political activities.....	8	18/R
Special hobbies or interests	1	19/R
Other. What?_____	2	20/R
None.....	3	21/R

---

63. Do you agree or disagree that.....*(Circle one code for each item)*

	Agree	Disagree	
A. Things have become so complicated in the world today that I really don't understand just what is going on	1	2	22/0
B. I feel that I am a person of worth, at least on an equal plane with others	4	5	23/3
C. I often feel lonely	7	8	24/6
D. I enjoy being with people	1	2	25/0
E. I am not interested in school activities that most students seem to like	4	5	26/3
F. I am interested in my schoolwork	7	8	27/6
G. There are a few people who control things in this school, and the rest are out in the cold	1	2	28/0
H. If you want to be part of the leading crowd around here, you sometimes have to go against your principles	4	5	29/3
I. I don't enjoy schoolwork, but I feel that I must do it in order to be able to get things I will want later	7	8	30/6
J. Most older people don't really understand me at all	1	2	31/0

64. Which of the items below fit <u>most</u> of the teachers here at this school? *(Circle as many as apply)*

Friendly	1	32/R
Too strict	2	33/R
Too easy with homework	3	34/R
Don't really understand what young people want	4	35/R
Willing to help out in activities	5	36/R
Treat some students better than others because of family background	6	37/R
Are fair in their marking	7	38/R
Really interested in their job	8	39/R
Have a personal interest in their students	1	40/R

65. Which <u>one</u> of these things would make you <u>most</u> unhappy? *(Circle only one)*

If my mother did not like what I did	1	41/R
If my father did not like what I did	2	
If my friends at school did not like what I did	3	
If my sister did not like what I did	4	
If my brother did not like what I did	5	
If my teachers did not like what I did	6	

66. What is your religious preference?

Protestant:		
Baptist	1	42/R
Methodist	2	
Episcopalian	3	
Presbyterian	4	
Lutheran	5	
Congregational (United Church of Christ)	6	
Church of Christ	7	
Christian Church (Disciples of Christ)	8	
Other Protestant. What? _____	9	
Roman Catholic	1	43/R
Jewish	2	
Other	3	
None	4	

67. A. **If you were completely free to go into any kind of work you wanted to, what occupation would you choose?** *(Give the job, not the place of work)*

_____

B. **Please circle whichever one of the codes below best describes that kind of work.**

Professional or technical, such as doctor, lawyer, accountant, engineer, teacher, artist, draftsman, computer programmer, lab technician	0	44/R
Farm or ranch owner, manager, worker	1	
Manager or official of company, bank, government office, or **proprietor or owner** of store, restaurant, service establishment or other business	2	
Clerical worker such as office or file clerk, office machine operator, bank teller, cashier, stock clerk, etc.	3	
Sales clerk in store or salesman of insurance, real estate or other merchandise	4	
Skilled trade or craft such as carpenter, electrician, auto mechanic, TV repairman, baker, machinist, painter, plumber, etc.	5	
Machine operator such as production worker in a factory, assembler, inspector or packer, or a truck or bus driver	6	
Service worker such as barber, janitor or porter, cook, waiter, police or fireman, hospital attendant, usher	7	
Laborer such as stevedore, ditch digger, yardman or gardener	8	
Don't know or probably won't ever work	9	

68. **If you could have attended any high school in this community, which one would you choose?**

The one I am in now	1	45/0
A different one	2	

69. **Which of these things do you like best about the school you are attending?** *(Circle as many as apply)*

The teachers: they are friendly, know their subject	1	46/R
The curriculum: the courses are interesting	2	47/R
My fellow-students, friends I've made	3	48/R
The student activities: sports, clubs, etc.	4	49/R
The physical facilities (gym, library, lunch room, etc)	5	50/R
The racial composition (number of whites and Negroes)	6	51/R
The school spirit	7	52/R
The counselors	8	53/R
Don't like anything	1	54/R

70. **And which do you like least about this school?** *(Circle as many as apply)*

The teachers: not fair, too strict	1	55/R
The curriculum: the wrong kinds of courses	2	56/R
The other students, most of them I don't like	3	57/R
The physical facilities are poor, inadequate	4	58/R
The racial composition (number of whites and Negroes)	5	59/R
The student activities: not enough, wrong kind	6	60/R
No school spirit	7	61/R
The counselors: not enough, or not helpful	8	62/R
Don't dislike anything, like everything	1	63/R

71. **Looking back at your years in high school, which one of these would you say will be most valuable to you in your future life?** *(Circle only one)*

The friends I've made	1	64/R
The influence of some of the teachers	2	
The knowledge I've acquired from my studies	3	
The skills I've learned in school	4	
My high school diploma	5	
None of these	6	

72. What is your race? *(Circle one)*

Oriental	1	65/0
Negro	2	
American Indian	3	
Caucasian (white)	4	

73. What is your sex? *(Circle one)*

Male	1	66/0
Female	2	

Your replies to this questionnaire are completely confidential, and absolutely no information of any kind about specific persons will be released to your school or anyone else. Your questionnaire will be read only by the researchers. However, because we hope to follow up some of the students in the sample next year to determine the outcome of their plans, we must ask you the following:

PLEASE PRINT

A. Your most likely address one year from now.

First Name | Middle Initial | Last Name

Street Address

City or Town | State or Country | Zip Code

B. Name and address of someone who will know where you are or could forward a letter to you if you were not at the address you listed above.

First Name | Middle Initial | Last Name

Street Address

City or Town | State or Country | Zip Code

You have now completed the questionnaire. Please give it to the research worker.

Thank you very much and good luck.